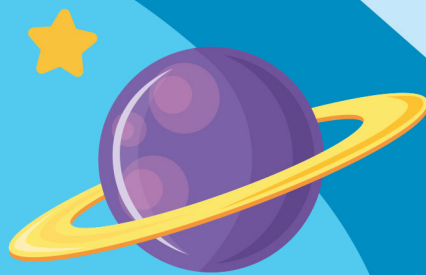




1



THE AFLATOUN SERIES

I KNOW MY RIGHTS



explore



good deeds



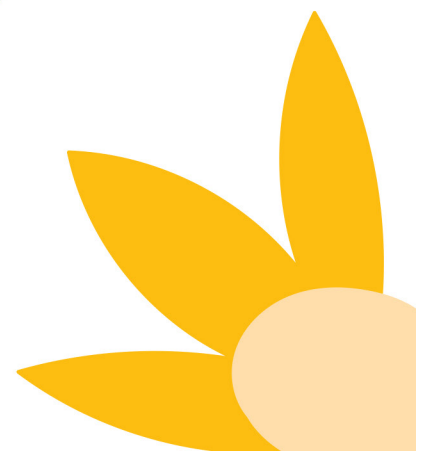
good deeds



Co-funded by the European Union



THE AFLATOUN SERIES



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Our thanks go to all those who contributed to the development of this manual: Aflatoun team members, students, teachers, trainers, translators, designers, illustrators, our partner organisations, government and sponsors.

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How to use the book

It is simple!

1. The "Table of Contents" summarizes the main features of this book.

2. The book is divided into two broad sections:

Section A: Core Sessions: 9 Sessions

(Mandatory to conduct)

Section B: Bonus Sessions: 3 Sessions

(To be conducted if time and resources are available)

3. The sections are divided into five themes, which are colour coded the following ways:

THEME 1:

Personal Understanding and Self-Awareness

THEME 2:

My Rights and Respecting other's Rights

THEME 3:

Savings and Spendings

THEME 4:

Planning and Budgeting

THEME 5:

Social and Financial Enterprise

4. Each session is divided into three major parts, they are



Start

Topic name



Learn

Topic name



Reflect

Topic name

5. Each lesson begins with:



Specific Outcome



Lesson Objective



Materials Needed



Methodology



Duration



Keywords



Information for
the Teacher

6. You may come across the following elements within the sessions:

Tip:

Simple suggestions that can be used by the teacher during an activity. They are useful since they present one or more ideal scenarios for conducting an activity.



Note:

It will help you gain insight into the topic, psychology, inclusion, etc. to achieve better outcomes or to prepare better for the session.



Video Resources:

The links will direct you to the videos that could help the learners visualize the concept or activity being taught. Each link includes a QR code.



Parents Engagement Activity:

These activities are to be performed by children post class along with parents/caregivers. These activities will help students and parents be equally involved in the student's learning.



Worksheet: Worksheets are placed at end of the session and can be used during and after the session based on teacher's discretion.



Recommendations for talking to children aged 6-10:

How to start the conversation

- Start by asking how they're doing. Talk to them about school, friends, the things they like and dislike doing and what they find difficult.
- Use everyday events that cause positive and negative emotions – like winning at sports or scoring low grades – to check in on how children feel and to forge a strong bond with them.
- As they get older, and if appropriate to their development, talk about the normal physical and emotional changes of puberty and help them to know what to expect. Check in on how they're feeling, if they have any worries or questions you can talk through together.

Maintain an open, trusting and loving environment

- Help children feel comfortable about opening up to you.
- Children want to be liked and accepted by people around them. Being accepted is the first step toward building confidence.
- Be mindful of the examples you set. Children look to you and pick up on your emotions and how you respond to different situations.
- Recognize their accomplishments and good behaviour. Praise them by focusing on their actions ("you worked hard on this and it really shows!") rather than them as a person ("Oh, you're smart!").

Remember: Your time is important for children

- Really listen and show a genuine interest in what they have to say.
- Have fun together with special activities no matter how small.
- Include them in making decisions.





THEME 1

Personal Understanding & Self Awareness

1 Introduction to Aflatoun



Lesson Objective

By the end of the lesson, the students will be able to:

1. Recognize Aflatoun & Sing the Aflatoun song.
2. Be excited about being friends with Aflatoun.



Materials Needed

1. Aflatoun's Poster
2. Images of the Aflatoun motto
3. Worksheet: Color Me In
4. Paper for each student to draw



Methodology

Start: Aflatoun's Image

Learn: Aflatoun's Story & Motto

Reflect: Aflatoun Song



Duration

60 minutes



Keyword

Puppet, handprint, motto



Information For The Facilitator

You may make your own Aflatoun puppet with old materials from home like gloves, wool etc. You are encouraged to use the hand puppet while you read the story. It will help students develop a connection to the character. Keeping in mind your context you may change the actions of the motto.



Start

Aflatoun's Image



1. Display the accompanying poster of Aflatoun (See page 17) at the top of the classroom. Ask the students the following prompt questions:

- Do you know what this is? What does it look like to you?
- Where do you think it may have come from? Why?

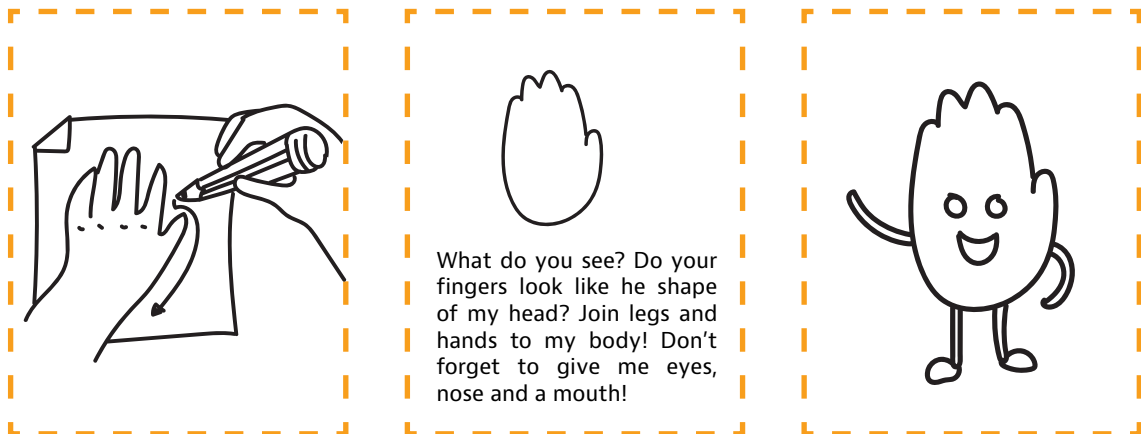
2. Tell the students it is a fireball called **Aflatoun**. Invite them to draw their own picture of Aflatoun.

3. Read the following instructions:

“Place your palm (left or right) on a piece of paper. Take a pencil and trace the shape of his/her palm on the page. Take your palm off. What do you see? What do your fingers look like? Add a smiley face, two arms and two legs and you have a drawing of Aflatoun!”

★ TIP

You may choose to print the Aflatoun posters or prepare an Aflatoun cut-out on yellow paper.



3. Ask students to colour in his/her picture. Help them write their name on his/her picture and together stick all the pictures on the wall.

4. Explain that each person has a unique handprint, and no two people are the same.

Try This!

1. First, demonstrate the learners the finger paint activity.

2. Now ask the learners to dip their fingers in the paint and stamp it inside the Aflatoun poster/image.

3. Instruct them to be careful and not spoil their or their friends clothes while using the paints.



NOTE TO TEACHER:

Finger painting has many benefits for young children particularly those who have autism spectrum disorder (ASD), sensory issues, or other developmental delays. It can help develop their communication skills. When conducted in a classroom, this activity can boost interaction among children and provide additional opportunities to develop their communication and social skills.

NOTE TO TEACHER

Classic school supplies are inconvenient for left-handed people. Therefore, they might hold them awkwardly, curve their arm and spine, which can also cause them health problems.

How are left-handed supplies different?

Scissor blades are inserted in reverse so that the left-handed child can see what and how they are cutting and also so that the scissors are comfortable in the hand.

Colour pencils are ergonomically shaped for proper gripping and holding in the left hand.

VIDEO

View: Finger painting for kids with Ryan's Family Review
link: <https://www.youtube.com/watch?v=vlxvlnP-gSo>



Learn

Aflatoun's Story and Motto



1. Read out the following extract to the students:

“

Hi! My name is Aflatoun.

Believe it or not, I'm a fire ball.

I come from outer space where there are other fire balls just like me.

I flew all the way through space to visit you as I was very curious about this blue and green planet. Oh my, what a very strange place Earth is!

There is so much to see and do!

When I first came to Earth I landed in India but now I've visited many countries around the world. I hope you will learn more about my adventures during the year. As I've been travelling all around the world!

I'm always looking to make new friends. Will you be my friend?”

2. Ask the students the following questions:
 - Would you like to be Aflatoun's friend? If the students say no, ask them why or why not.
 - If Aflatoun is a fireball, what other characteristics might it have? Will it be warm or cool?
 - How do you think Aflatoun is feeling? Why?
 - What do you think Aflatoun's home in outer space may be like?
 - Why does Aflatoun call the Earth a blue and green planet?
 - What kind of questions do you think Aflatoun might have for us?
 - What questions do you have for Aflatoun?
3. Tell the students Aflatoun has a motto it uses in all its adventures. This motto helps Aflatoun and its friends learn many things.
4. Show the students the motto images and teach them the actions that go with the words. Repeat all together a few times.

THINK
Index finger on the temple.

EXPLORE
Hand over the eyes moving the head from one side to another, as if looking for at something in the horizon.

INVESTIGATE
Look around as with a magnifying glass.

ACT
Placing foot down and swinging the arm, as in "ready for action!"



Reflect Aflatoun's Song



Tell the students Aflatoun also has its own song (to the tune of Jingle Bells). Sing it line by line and ask them to repeat it after you. You may choose to use actions so that they understand it better.

(See page 16 for the song)

★ TIP

You can adapt the Aflatoun song and use a song/tune popular in your country or culture!

NOTE TO TEACHER

Be mindful of the sound levels while singing. Some children might be more sensitive to loud noises. Let children who don't want to sing – or don't know the tune – observe. They might join you later.

ADDITIONAL ACTIVITY



Materials Needed

Worksheet: Color Me In (refer to page 18)

1. Distribute a copy of the accompanying worksheet for each child to colour in.
2. Display them around the classroom when they are finished.

★ TIP

Let the children use finger paint if possible.



AFLATOUN SONG

Chorus

Aflatoun, Aflatoun, Shining all the way,
Oh, what fun it is to be Aflatoun all day, hey!
Aflatoun, Aflatoun, Shining all the way,
Oh, what fun it is to be Aflatoun all day.

Verse One

I am Aflatoun, who is shining bright,
Bringing happiness to everyone in sight,
I am Aflatoun, made of fire and light,
Bringing fun and laughter, through the day and
night.

Verse Two

When you're feeling sad or feeling very blue,
I know I can help, to make a smile come through,
Making lots of friends, isn't hard to do,
So join with me and say the words,
We Love Aflatoun!





POSTER



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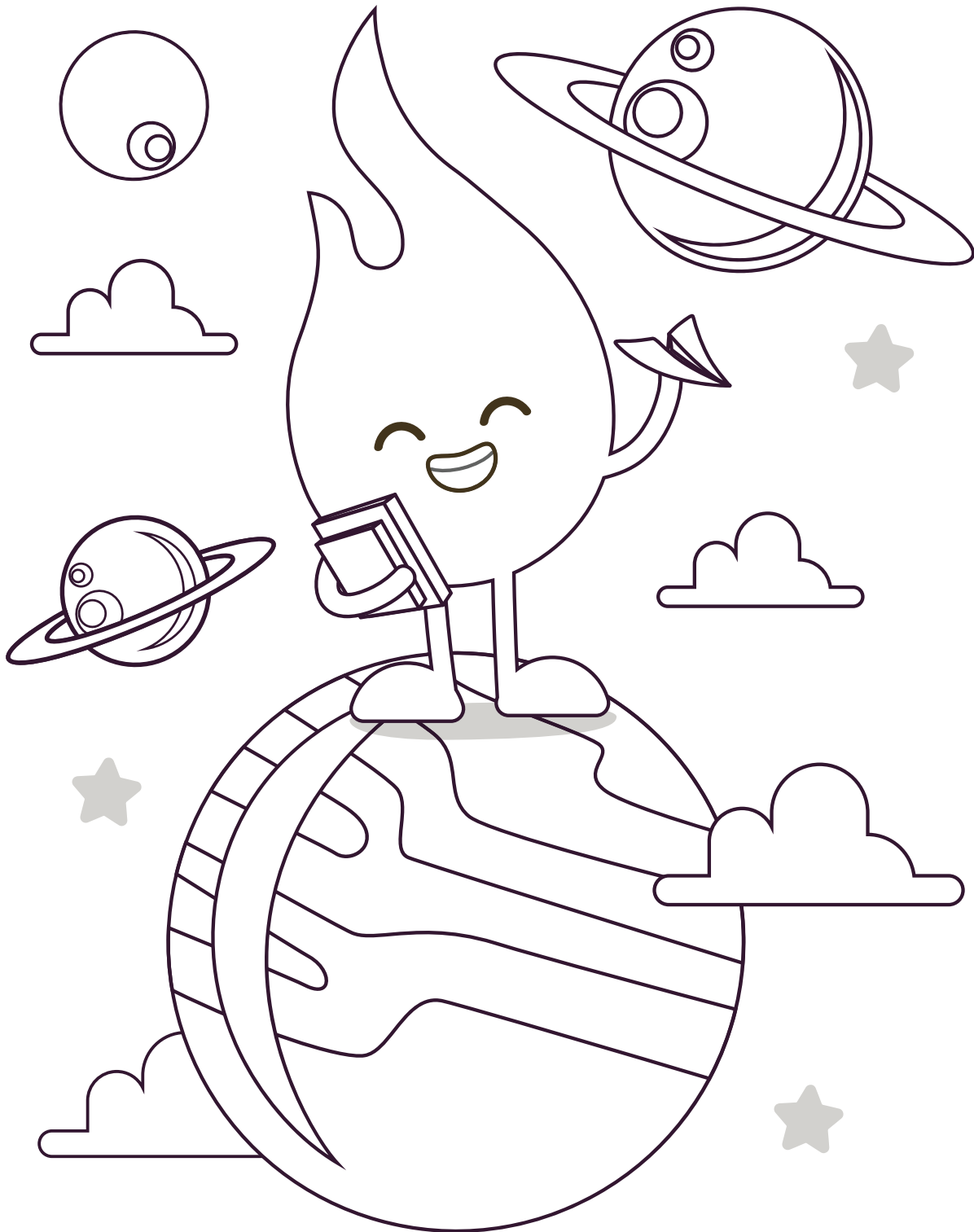
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POSTER

COLOR ME IN

My name is: _____

I am Aflatoun's friend!





THEME 1

Personal Understanding & Self Awareness

2 I am Special! We are a Talented Class!



Specific Outcome

Identify some personal characteristics and talents.



Lesson Objective

By the end of the lesson, the students will be able to:

1. Be able to appreciate individual uniqueness and character.
2. Be able to name a talent they have.



Materials Needed

1. Storybook: *I'm Glad I'm Me!*
2. Large sheet of paper for self-portrait
3. Coloured pencils



Methodology

Start: Class Game

Learn: Story & Individual Art Activity

Reflect: Aflatoun Badge



Duration

45 minutes



Keywords

Special, talent, development



Start Class Game



1. Have the students stand in a big circle, and read out the following statements. Explain to the students that if the statement is true/applies to them, they should take a step towards the centre of the circle. If the statement is not true/does not apply to them, they should remain where they are.

- I am six years old.
- I live in _____ (name of place).
- I study at _____ (name of school).
- My favourite colour is yellow.
- I love ice cream.
- I like to play in the water.
- I don't like bugs.
- I love to draw.
- I have a pet at home.
- I have long hair.
- My favourite toy is a car.
- I can play music.
- I have planted flowers.
- I don't like broccoli.

★ TIP

Sometimes, standing in a circle can be uncomfortable for children. Let them form a line and take a step forward as an answer to a question. They can also reply by putting a bottle lid into a container if their answer is "yes".

2. Ask the students to look around the room, and to note where everyone is standing.

3. Explain that we all have some things in common, but that we are also all different in some ways, which makes us special.

NOTE TO TEACHER

Explore the concept of "**Circle time**".

Circle time is a tool, an active teaching strategy which allows the teacher to explore issues of concern. It allows children to explore and address issues which concern them. It provides a structured mechanism for solving problems, in which all participants have an equal footing.

Circle time affords the opportunity for the teacher and class to communicate with each other about issues which promote self-esteem and positive behaviour. Other benefits of this approach include improvements in speaking and listening skills and overall social skills of children.



Learn

Story & Individual Art Activity



1. Read the story, **I'm Glad I'm Me!**
2. Once you have read the story, ask the students:
 - What are some of the special things you can do?
 - Who are some special people you know?
3. Discuss some local celebrities and their talents. Ask the students:
 - Are we all talented?
 - What talent do you have?
4. Ask the students to think about their talent, and have some of them share their answers. Point out that each of us is talented and special, and that there is no one like us in this whole world.
5. Give the students a sheet of portrait paper each and some coloured pencils.
 - Explain what a self-portrait is, and ask them to draw themselves as if they were looking in the mirror, and to write their talent on the page:
 - I am a talented _____



Reflect

Aflatoun badge



1. Have the students share their portrait and talent with the rest of the class. If children don't want to share their portrait or talents, don't force them. Stress the importance of being able to recognise our talents, work on them and develop them further.
2. Hang the children's work up in the class (on a string, using clothes pegs), under the heading 'We are a Talented Class'.





This page can be printed!

Directions: Read the story below.

I'M GLAD I'M ME

I'm Glad I'm Me.

No one looks the way I do.

I have noticed that it's true.

No one walks the way I walk.

No one talks the way I talk.

No one plays the way I play.

No one says the things I say.

I am special I am me.

There's no one else I'd rather be!





THEME 2

My Rights and Understanding Other's Rights

3 Listening to my Emotions and Understanding my Reactions



Lesson Objective

By the end of the lesson, the students will be able to:

1. Feel and name some of their emotions.
2. Understand their influence over their reactions.
3. Identify the needs behind the emotions.
4. Foster friendly and fulfilling behaviours.



Materials Needed

1. Selection of music
2. **Worksheet: Understanding My Emotions**
3. Slates and chalks, pencils
4. **Text of the story "Sticky Brains"**
5. Pencils and cardboard plates (or large circles cut in cardboard)



Methodology

Start: Group Activity based on Music

Learn: Group Activity and Discussion

Reflect: Group Activity and Discussion



Duration

90 minutes



Keywords

Emotions, needs, reactions, behaviour, relationship



Start

Group Activity Based on Music



1. Before the session, you have to select different kinds of music and songs: soothing, rhythmic, frightening, funny... adapted to the participants' age.
2. Explain to participants that they will listen to one piece of music at a time. For each piece, the students need to write one word on their paper slate to express how they feel about the music. Invite them to close their eyes when the music starts and to connect with their emotions, that usually dwell somewhere in the belly and the heart.
3. Use the first soundtrack or song as an example to practice the activity. Children who cannot write can sit with a friend who will write for or along with them. They can also use colours or coloured chalk to describe the mood on the slate.
4. Explain that there is no right or wrong answers. All of this is about emotions only. In addition, warn the group that you expect everyone to show respect towards each other's answers, everyone is free to experience and name their own emotions.
5. Play the second soundtrack and read out loud some answers from the paper slates. You can ask some pupils to talk more about their feelings, for example: Why do they feel afraid? What kind of images do they associate with that music? Where can you hear that kind of music?

★ TIP

If participants cannot name their emotions: use the **Emotions Scale**

By 'Taking My Temperature' you attach a number to a feeling on a scale from 1 to 10. The scale represents an overall ranking, emotionally and physically, of how you are feeling at the moment. If your rank is 1, then you are feeling the worst and if it is 10, you are feeling the best! What's your Temperature?

6. At the end, ask the following questions:
 - Did you like the activity?
 - Do you ever pay attention to the emotions inside your head and heart?
 - Why is it important to pay attention to your emotions?





Learn Group Activity & Discussion



1. Tell children that you are going to read them a story about emotions.

2. Read the story, in a lively and animated voice. Not only it will help children to understand the story but you are the actor

of the scene and the children's attention will be attracted to/on you.

3. Stop reading after part 1 "On Friday my mom worked late, so I had to stay at school for an extra hour! My whole week was

bad!" and ask the following questions, make sure that everyone participates:

- Who is Aria? What happened to her?
- What does she feel inside her head and her heart?
- How does she react? Is she nice to herself and to people?
- What does she need to feel better?
- Have you ever experienced these kinds of feelings? When? Why?
- How did you react?
- What did you need to feel better?

4. Continue to read the story and stop after part 2: "Yeah, I guess".

5. Ask children who Zara (Aria's friend) is and what her strategy is. Why is she doing this? Do you think she can be successful?

6. Let's read the last part of the story in one go and ask the following questions "What did Aria's mother explain to her? What is her strategy to feel better?"

7. Be sure that the children understand the different steps to feel better, repeat and summarize it:

- Identify and welcome your emotions because you cannot change it if you do not understand it.
- Take a deep breath to sooth your feelings and calm your body.
- Turn your mind to positive feelings and memories that make you feel good.
- Explain to children that sometimes thinking about good memories is not enough, sometimes they need something more. For example, they can feel upset because they are actually tired or hungry. So, they need to take some rest or have a proper meal. They can feel angry because they are alone, so they need to find a friend to play with... If they cannot make their way to feel better by themselves, they should

★ VIDEO

For English full story and illustrations, video are here:

<https://www.storyberries.com/bedtime-stories-sticky-brains-books-about-mindfulness-for-kids/>



do as Aria does: talk to a friend or to a relative. It helps to talk and share concerns as everybody has feelings!

8. Conclude with all children saying: "I won't forget my brain-changing powers!"
9. Keep in mind to read the whole story again from time to time so that children get used to it and as a way to practice.



Reflect

Group Activity & Discussion



1. Explain to children that they will draw a wheel of emotions. Older students can help children who cannot write.
2. Plates or circles are divided in 8 equal pieces.
3. Name each emotion. For example: happy, angry, worried, proud, excited, surprised, sad, scared
4. Invite children to make a personal drawing to illustrate the feeling.
5. At the back, they can draw any items that make them **FEEL GOOD**: the sunshine, a relative that they like, a ball to play, their favourite dish...
6. Invite children to keep it in a safe place (home or school) or their Aflatoun notebook and to look at it when they feel the need.
7. Congratulate everyone for their hard work and their creativity!

NOTE TO TEACHER

1. Children and teenagers' brains are immature. This means that they have difficulty managing their emotions as well as experience emotional storms. The COVID-19 pandemic has had a huge impact on their overall social and emotional wellbeing. Thus, addressing their feelings, emotions, emphasizing togetherness and closeness might be crucial for supporting their recovery from the difficult times they have faced and maybe still face.
2. Adults can help them develop their emotional intelligence through guidance, but also by adopting a comforting conduct.
3. Emotions are neither good nor bad, they simply exist with a tone: pleasant or unpleasant.
4. Denying an emotion is dangerous because it may reappear with greater intensity later. On the contrary, verbalizing the feeling allows us to reduce its intensity. "I feel sadness", "I feel anger"...
5. Welcoming and acknowledging emotions helps to strengthen self-esteem and self-confidence.
6. Emotions help us identify our needs and satisfy them, they are essential for decision-making and cooperation.

STICKY BRAINS

Based on a story by NICOLE LIBIN, Ph.D.

Aria was feeling really bad. She didn't feel like playing at all even though her best friend Zara had come over. She could only think about how awful her week was.

"What happened?" asked Zara. Aria started to explain, getting madder and madder as she talked.

"This week, I broke my new laces, I fell off my bike, I made a mess of my favourite shirt, I brought my new race car in for show and tell, but Max had the same car and he showed everyone before I got to. On Friday, my mom worked late, so I had to stay at school for an extra hour! My whole week was bad!"

Zara looked puzzled. "Wait, I was with you for most of that. And I saw that you also got new shoes with lightning bolts on them, you learnt to ride a bike with no hands, and your dad helped you wash your shirt. And you and Max were playing together with your cars all recess. Even the big kids watched. And your mom worked late Friday so she could take you camping over the weekend. See, the week wasn't all bad."

"Yeah, I guess. I have to go now. See you later."

Aria was feeling confused! She went home and found her mom. "Mom, I think there's something wrong with me. I only remember the bad stuff that happens. It makes me feel like I'm bad too."

Her mom gave her a hug. "Oh sweetheart, that sounds very frustrating. Can I tell you a secret? I sometimes feel that way too. And so does your dad. Almost everyone feels like that some of the time."

Her mom started to explain. "A long time ago... People really needed to watch out for scary things. If they didn't notice a mean tiger, they could be in danger. But if they missed the good stuff, like a juicy orange or a beautiful sunset, they would still be okay. So our brains learned to focus on the bad stuff because that's what helped us stay safe. But bad thoughts are like glue, they stick to us even if we don't want them to. This can make us feel like everything is bad

or even that we ´re bad too."

"So, bad thoughts are stickier than good ones?" asked Aria.

"Yes", replied her mom. "The stuff we think is bad, scary, or sad is really sticky. Our brains see it more and remember it longer. So it ´s not just you who sees the bad more than the good. Everyone gets stuck sometimes."

"Well, I don´t want to be stuck!" yelled Aria.

Her mom smiled. "You know, we don´t have to get mad at ourselves if we feel sad or if we get stuck on the bad stuff. We can do something about it! We can actually change our brains to let go of the bad and see more of the good. The more we practice, the stronger our brains will be... Do you remember when you were just learning to ride your bike?"

Aria nodded. "It was really hard at first. I fell a bunch of times."

"But the more you did it, the easier it got, right?"

Aria nodded again. "Yeah, I´m awesome at it now!"

"Our brains work the same way. They get good at what they practice."

"So, we can change our brains to see bad things in a new way?"

"Yes", her mom replied, "Instead of getting stuck, we can choose what we want to notice."

Aria started to think about this.

"If I practice, it would help me to see that things aren´t all bad. My brain was showing me only part of the picture."

Her mom smiled again. "Right! And we can teach our brains to see more of the good stuff more of the time. Why don´t we try it right now? When something good happens, let´s help the feeling stick. First, we can take a few deep breaths. Now, let´s find something that makes us feel good. It can be something big like a beautiful rainbow or getting a birthday present or even something small like a cool sip of water. Let´s pay attention to how the good things make us feel inside. Then we can soal in the good feelings."

"WOW!", said Aria. "It´s pretty easy to change my brain."

"So remember, even when everything feels awful, you can train your brain to stick less to the bad and notice more of the good. You just need to practice it... until it sticks!"

The next week, Aria and Zara were walking to school. All of a sudden, Aria tripped and fell.

"Uh oh", said Zara, "is this another horrible week?"

Aria felt her face getting hot. She started to get mad again. But then she remembered her brain-changing powers! She took a deep breath and decided to feel the warm sun on her face. It worked! She felt better!

"Well, I got in trouble for not cleaning my room, I lost my pony sunglasses, and my unicorn shirt ripped", she said. "But I also got to play outside, climb trees, and help my dad bake bread!" Then she smiled and thought to herself: "I wonder how I will change my brain next week!"





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POSTER

UNDERSTANDING MY EMOTIONS

Our emotions can change throughout the day. We may feel happy at a point and suddenly we can feel upset but that's **ok!**

Let's explore our emotions. Look at the pictures below and the smiley faces. Do you think this is a happy or sad situation? Mark the smiley face that you think fits the situation.

How do you usually feel when you are in these situations?





THEME 2

My Rights and Understanding Other's Rights

4 Our Basic Needs



Specific Outcome

Identify basic needs, and introduce them to the concept of needs and wants.



Lesson Objective

By the end of the lesson, the students will be able to:

1. Be able to establish the importance of basic needs.
2. Name basic needs.



Materials Needed

1. **Worksheet: Basic Needs** (one per student)
2. Pencils
3. Coloured pencils
4. Feely bag (use a cloth bag or a pillowcase) with items representing needs
5. Aflatoun puppet or Aflatoun poster



Methodology

Start: Introduction to the topic & Brainstorming

Learn: Class Discussion & Individual Art Activity

Reflect: Class Discussion



Duration

45 minutes



Keywords

Basic Needs, shelter, education, clinic

★ TIP

How to create a Feely bag?

A Feely bag usually contains a food item, a group of small dolls, a tap (or bottle of water), a small toy house, a ball, a photo album, a picture of a family. The range of items can be extended with, for example, a book/ruler/pencil to represent education or a toy stethoscope to represent health care.



Start

Introduction to the topic & Brainstorming



1. Read the following paragraph using your Aflatoun puppet or point to your Aflatoun poster pinned up centrally in the classroom.

It´s just me again – Aflatoun! How are you feeling today?

(Ask the pupils how they are feeling.)

Hmm, well I had a very exciting day yesterday but now I´m feeling a little confused. Being a fireball, I don´t need much to survive. I just need fresh air and warmth. It´s quite easy for a little fireball like me to live. I don´t need food. Can you think of other things I don´t need?

(Ask the pupils what they would suggest.)

That´s right! I don´t need water or clothes or a house. But you are very different! You wear clothes, you eat food and you live indoors. Can you tell me why you wear clothes? Why do you need food? Why do you live indoors?

(Teacher asks the questions to the pupils.)

That´s very interesting! So they are things you have to have. Well, I´m looking forward to finding more about what you need to live. Will you help me understand?

2. Explain to the pupils that you are going to help Aflatoun discover and learn a little about what we need to survive and live happily as human beings.

3. Write the word Needs on the board.

4. Ask the students:

- **What are needs?** (If necessary, give an example: I need to eat food so I can grow up and be healthy.)
- **What can basic needs be?** Can you think of any? (If necessary, give some hints by asking: What do we need so we can learn new things? What do we need so we can stay warm when it is cold?)
- **Are all of our needs the same, or are some more important than others?** (Be sure to explain that some are more important than others, and that some are necessary to survive.)



Learn

Class Discussion & Individual Art Activity



1. Start by arranging the students into a circle. Pass a feely bag round the circle.
 - Ask students to feel the contents, choose one, describe what it feels like and guess what it might be. Take the object out of the feely bag and discuss it. Ask the students the following questions:
 - What important thing does it make you think of?
 - Is that an important need for all students? Why or why not?
2. Continue by writing the first basic need on the board, e.g. Food. Ask the students:
 - What will happen if we do not have food to eat?
 - Why is it a basic need?
3. Now move to the next basic need, e.g.: Water, Shelter, Clothing etc., and do the same.
4. Give each student a **Basic Needs Worksheet**, and ask them to identify the name of the needs and color the drawings.



Reflect

Class Discussion



1. Using the following points, discuss what life would be like without basic needs:
 - Do people live without basic needs?
 - What is their life like?
 - We should be thankful that we are blessed with basic needs.

NOTE TO TEACHER

The concept of needs might be difficult for some children. Help them understand the topic by combining different teaching methods – using hands (touching), writing and reading.

Utilize the benefits of feely bags (sensory bags). Sensory stimulation is linked to emotional, cognitive and physical development. Sensory play supports language development (children learn to use new words, thus improving their language and communication skills), cognitive growth, fine and gross motor skills as well as problem-solving skills.

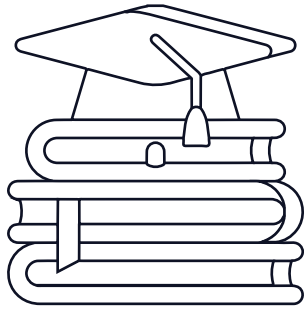


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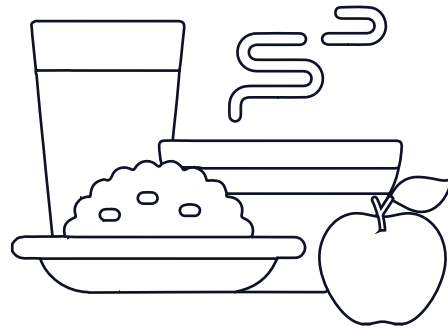
BASIC NEEDS



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Education or School



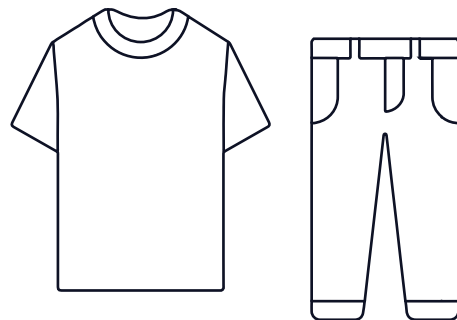
Food



Shelter or Home



Clean water



Clean Clothes



THEME 3

Savings and Spendings

5 Organizing Savings



Lesson Objective

By the end of the lesson, the students will be able to:

1. Understand there is different ways of saving.
2. Decide how they wish to save.
3. Be excited about saving.



Materials Needed

1. Savings methods images (Individual Saving and Group Saving)
2. Flipcharts



Methodology

Start: Two Saving Stories

Learn: Deciding how to save

Reflect: Other Saving details



Duration

50 minutes



Keywords

Saving, piggy bank, good deeds



Information For The Teacher

This lesson encourages children to save. It presents two alternatives of how to save (individually or collectively). If there is a reason why a specific method is better for your class, school or community, share this with your students, skip the Learn: Deciding how to save activity and focus on the discussion of Reflect: Other saving details. The Additional Activities are optional activities you can choose to carry out with your students if appropriate.



Start Two Saving Stories



1. Read the story below while showing the image (on Page 39)

Story 1: Individual Piggy Banks

Ana and her classmates in the Netherlands have started saving money this year. They created their own saving banks, made of clay! Each one keeps his or her piggy bank safely at home. Ana and her classmates have also made their own savings book, where they keep record of how much they save in their piggy banks. They are free to save whenever they can. They have agreed to open their piggy banks together at the end of the year to celebrate their accomplishment!

1. Ask your students some questions about the story:

- How are the children saving?
- What do they save in?
- How do they keep track of their savings?

2. Read the second story below while showing the image:

Story 2: Group Savings box

Samantha and her classmates in Serbia have started saving money together this year. They created together a class safe box in which to keep their savings safely. The safe box is kept under lock in the principal's office.

Each one has made their own Savings Book, in which they keep record of how much they save. They have also made a Class Ledger in which the teacher and class treasurer record all deposits and withdrawals of each classmate. Each time a classmate makes a deposit or withdrawal, he or she and the treasurer sign the ledger.

1. Ask your students the same questions:

- How are the children saving?
- What do they save in?
- How do they keep track of their savings?

2. Ask your students to point out the similarities and differences between the two stories.



Learn

Deciding how to save



1. Tell your students they can also save, and to do so, they can decide together How they want to save.
2. Place **Image 1** below on one side of the board and **Image 2** on the other side. Ask your students to think about how they would prefer to save: Individually (**Image 1**) or Collectively (**Image 2**). Ask them to identify reasons why they would like to save like that. Invite some students to share their reasons with the rest of the class.
3. Once some arguments have been presented, invite your students to choose one saving method and stand in front of that method.
4. If possible, allow each student to save as each one has chosen (they can change their mind later). If not possible, encourage the smaller group to join the larger group.



Reflect

Other savings details



1. To clarify how saving will happen, promote more discussion on the topic (add questions as necessary):
 - In what will we save? What can we use as a safe box?
 - Where can we keep our safe box?
 - How will we register how much we are saving? Where? What
 - information will we keep?
2. And, if they have agreed to save collectively:
 - Who will be responsible of receiving the savings and registering the amounts?
 - When will we collect savings?



PARENT ENGAGEMENT ACTIVITY

1. Explain the Good Deeds Savings Box to their family.
2. Make a Good Deeds Savings Box at home.
3. Make Good Deeds tokens for themselves, so that every time they do a good deed at home, their parent/guardian can give them a token to put inside the box.
4. Encourage the students to use recycled materials, such as bottle caps or cut out recycled cardboard, for their tokens.
5. Decide upon an incentive to be rewarded when they have 'saved' X amount of Good Deeds tokens.

FOLLOW UP

1. Do a show and tell for the students that involves them bringing their Good Deeds Savings Box to school and showing it to their classmates. Invite parents to come and join this activity.
2. Show and tell the different Good Deeds tokens they have designed.
3. Talk about the different types of good deeds they are doing.
4. Discuss the treat they are getting for their good deeds. Ask them:
 - How do you feel about doing good deeds and saving them?
 - How do your parents feel about the Good Deeds Savings Box?
 - Is it a good idea to save your good deeds? Why or why not?

NOTE TO TEACHER

Think about creating a Good Deeds Saving Box. Show children examples (e.g. photos) of good deeds.

Make sure they understand what a good deed is and how good deeds make us and people around us feel. Explain to children that each of them will receive 5 good deed tokens for a week. Each time they do a good deed, they can put a token inside the Good Deeds Saving Box. Count the tokens regularly and once they have reached a pre-decided number, they can have a treat. Make sure these treats are chosen in a manner when each child feels included and can enjoy the happy moments together with their classmates.



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VISUAL

INDIVIDUAL AND GROUP SAVINGS

Individual Savings



Group Savings



1

ADDITIONAL ACTIVITY: UNDERSTANDING VALUE



Lesson objective

By the end of the lesson, the students will be able to:

1. Understand that all possessions have a material value.



Materials Needed

Each student to have a pencil case or some pencils, pens, school items



Methodology

Start: Class discussion

Learn: Evaluating value of different things

Reflect: Class discussion – understanding the value of things and concept of invaluableness



Start

Class Discussion

1. Ask the students the following questions:
 - What present or gift would you most like for your next birthday? Why?
 - How much does it cost?
 - Is it cheap or expensive?
 - Could you save up to buy it? Why or why not?



Learn

Deciding how to save

Now, ask students to take out their pencil case or school items and place them on the table. Have them guess the value of their pencil case and its contents, for example, 15c for a pencil, 30c for a pen, € 1,50 for markers, 30c for an eraser, € 2 for the pencil case, etc. How much does it add up to?



Reflect

Other savings details

2. Ask the students the following questions:

- Are you surprised? Why or why not?
- Have you ever thought about how much these items cost?
- Do you ever think about how much all your possessions cost?
- Do you have more money than you thought/are you richer than you thought?
- Do you think it's important to take care of your possessions? Why or why not?
- Do you think something cheap can be invaluable?
- Can you use something cheap to create something of a great value (by value we mean price, but also sentimental value)?

Explain to students that all our items and possessions have a value, even if we don't see the price tag anymore, and it's important to take care of them.

2

ADDITIONAL ACTIVITY: MAKING A SAFE BOX



Materials Needed

1. Small box, bottle or can for each child (each child can bring one in to the class in advance of the lesson)
 2. Scissors, coloured paper, glue, colours, glitter, stickers, and paint
-
1. Ask your students to think about things they have that are valuable to them and that they would want to keep safely for many years. Invite them to share with the rest of the class what their valuable thing is.
 2. Tell the students that they are going to create a special place to keep items that are important to them. Make sure each child has a box, can or bottle.
 3. The students can decorate the box, can or bottle using colours, stickers, coloured paper, paint or however else, as creatively and uniquely as possible.
 4. Tell the students to keep the box in a safe place at home. They can put any items that they consider of value into the box for safe-keeping.

3

ADDITIONAL ACTIVITY: NAMING MY SAVING



1. Ask your students what they would like to save for. Ask for a few ideas and help them identify something they would enjoy but not very expensive or difficult to obtain (card for a family member's birthday, colouring book, small toy, going to the movies, etc.).
2. They can draw it on their savings box or book as a reminder.



★ TIP

Mention that we all have things that are valuable to us. It can be a picture, a note, a toy or something we care about, that we have or want to keep. Give an example of something small that is valuable to you, that you have kept for a while. If possible, show it to your students and tell them why it is valuable to you.

Emphasize that for a thing to be valuable it doesn't have to be expensive. People from different cultures and backgrounds might have very different things they consider valuable and that's ok.



THEME 4

Planning and Budgeting

6 Guess the Price



Specific Outcome

Understand the value of their possessions/resources, and how to use them respectfully.



Lesson Objective

By the end of the lesson, the students will be able to:

1. Be able to understand that, in order to own things, they need money.
2. Be able to estimate the cost of everyday items, and learn how much money it will take to purchase them.



Materials Needed

1. Drawing paper
2. Coloured pencils
3. **Worksheet: How Much Do You Pay?** (one per student)



Methodology

Start: Individual Art Activity

Learn: Problem Solving

Reflect: Class Discussion



Duration

40 minutes



Keywords

Value, saving





Start

Individual Class Activity



1. Hand out the drawing paper and some coloured pencils to the students, and ask them to draw something that they really want. It could be a toy, a book, sweets, etc.
2. Ask the students to think about how much they think it will cost them to have what they want, and to write the price next to their drawing.
3. Have the students share some of their drawings.



Learn

Problem Solving



1. Give each student a **How Much Do You Pay? Worksheet**.
2. Go over each item, and ask the students to guess how much each item will cost at their local store.
3. Have the students write the price down for each item.
4. Ask the students to work independently, and to fill in the last column of drawing their money.



Reflect

Class Discussion



1. Discuss with the students that things cost money. Talk about the fact that we want more things than we can have.
2. Remind them about our needs and wants, and about their differences.
3. Explain that it is important for us to spend wisely, and that sometimes we have to choose what we really need and whether we can buy it with the amount of money we have.

PARENT ENGAGEMENT ACTIVITY

1. Have the students discuss with their parent/guardian how much their 'want' will really cost. Ask them to:

- Go to the market with their parent/guardian, and find out how much it will cost for them to buy their 'want'.
- Find out the actual prices of the items listed on their [How Much Do You Pay? Worksheets](#) and write these down.
- Write down the price they will pay to buy these items.
- Check the actual cost of the items against their guesses on the list to see whether they were accurate in guessing the prices.
- These activities can take place weekly or monthly with different and more complicated types of purchases.


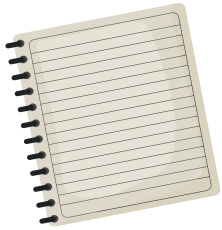





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HOW MUCH DO YOU PAY?

Item	Amount	Draw Paper Money and Coins	Real Cost (To be filled out at home)
			
			
			
			
			



THEME 4

Planning and Budgeting

7 Recycle



Specific Outcome

Awareness of their own environment.



Lesson Objective

By the end of the lesson, the students will:

1. Develop understanding of the 3 Rs (Reduce, Reuse, Recycle).
2. Be able to explain what materials can be recycled.
3. Begin to recycle some materials, such as plastic bags and bottles in the classroom.



Materials Needed

1. **Worksheet: I Recycle You Recycle We All Recycle** (one per student)
2. Follow-up Activity on Recycling (one sheet per student)
3. Optional: black/whiteboard, rubbish bin filled with rubbish, for example: scrap paper, tin cans, toilet paper roll, empty kleenex boxes, empty milk cartons, empty egg cartons, empty juice plastic bottles or boxes, tinfoil, newspaper, etc.



Methodology

Start: Explain the most important vocabulary

Learn: Class Discussion & Individual Activity

Reflect: Brainstorming



Duration

40 minutes



Keywords

Recycling

NOTE TO TEACHER

Avoid using bottles and cans in the activities as they can be exchanged for a small amount of money in a few countries.



Information For The Teacher

What is Recycling? Recycling is the processing of used materials into new products to save resources and energy, and the collection, storage and transportation of those materials from the initial user.

You can change the examples of recycled materials mentioned in Materials Needed above to suit your context, so that it is something the students see regularly and know.

For the song, We Recycle, you can change some of the content, such as cereal boxes, to something that is done with recycled newspapers or plastic bags in your country that the students see and are aware of. The same applies to the picnic benches.



Start

Explain the most important vocabulary



1. Explain the 3 most important words of this topic: reduce, reuse, recycle.



Learn

Class Discussion & Individual Activity



1. Explore with the students how they can Reduce, Reuse or Recycle. For example:

Reduce: produce less rubbish.

For example, instead of buying juice boxes for lunch, buy a flask for juice and take it to school.

Reuse: use an item more than once.

For example, when you get a plastic bag from the grocery store put it in your school bag and use it again the next time you go shopping.

Recycle: turn an item into another useful item.

For example, scrap paper from the classroom might be used for art class.

2. Explain what recycling is to the students, and why it is important to recycle. Show them some of the recycled materials made from plastic bottles or newspapers in your country. Ask them:

- Do you recycle anything?
- What do you recycle?
- Why is it important to recycle?
- What materials can be recycled?
- Do you know any artists or craftspeople who have created art work from recycled material (e.g., plastic they have found in the ocean)?

3. Introduce the recycle symbol to them.

4. Give each student a [Recycle Worksheet](#), and have them complete it.

Try this!

★ TIP

We all learn differently. Be ready to do this activity using real rubbish to make this activity more engaging, more visual and active.

Fill the rubbish bin to overflowing with (reasonably clean) trash items and place it in the usual spot. Divide the students into groups of two to four. Have each group take a few items out of the rubbish bin and move to their own area. Have them divide the items into groups (plastic/paper/other) and then come up with at least three points on how they might use the 3 Rs in the items they've chosen. Ask them to present their ideas to the class.



Reflect Brainstorming



1. Ask the students what materials can be recycled for the classroom? Ideas include:

- Use bottle caps to count and do maths activities.
- Use newspapers or plastic bags for art activities.
- Use magazines to make collages.

FOLLOW UP

1. Have the students look at home, and collect used plastic bottles and old, unwanted newspapers with their siblings and parents/guardians.
2. Have them find a place where they can put the bottles and newspapers for recycling, and to label that place using the recycle symbol. (They can draw the symbol onto a piece of paper and attach it to their place).
3. Ask them to help their family members recycle the plastic bottles and newspapers.
4. Be sure to ask:
 - How many bottles did you collect?
 - How many newspapers did you find?



VIDEO

This topic is usually very exciting for children. You can use these videos to make it even more appealing.



A Tour in a Recycling Factory - Why is recycling Important? - Recycling For Kids - Kids Recycling
https://www.youtube.com/watch?v=0_Ufbm5ZkBY



Recycling For Kids | Learn how to Reduce, Reuse and Recycle
<https://www.youtube.com/watch?v=Fex-wvrOZf4>



How to Take Care of the Environment (Learning For Kids)
https://www.youtube.com/watch?v=belXC_loW4o



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WORKSHEET

I RECYCLE, YOU RECYCLE, WE ALL RECYCLE

Do you know where to put different kinds of rubbish?
Let's try it out!

First, put the right tag on the bins. Which one is for plastic/glass/paper/metal/organic rubbish? Then join the different kinds of rubbish and the right bin with a line. Is there anything you were not able to put in its bin? Why is that so?



Paper Recycling

Organic Recycling

Landfill Waste

Mixed Recycling

Hard Plastic Recycling



THEME 5

Social and Financial Enterprise

8 Shopping Day!



Specific Outcome

Can determine the next step in Planning and Action & Ability to associate purchases and sale.



Lesson Objective

By the end of the lesson, the students will be able to:

1. Have enacted the exchange of goods that take place in the market.
2. Have developed an understanding about the selling practice of food vendors.
3. Have made decisions and planned actions necessary to set up a pretend market place in the school.
4. Have used money that they made to purchase goods.



Materials Needed

1. Tables
2. Newspapers
3. Pretend food (e.g. pictures of food, such as fruit and vegetables, cut out from newspapers/ magazines; drawings of different food items; fake / toy food items, empty cereal boxes, egg cartons, food items created from newspaper; or items donated by households).
4. Small cardboard box (such as a shoe box) to use as a cash box (you may need two or three if you have a large class)
5. Small cardboard signs to display prices (or small pieces of paper folded in two)
6. Small baskets or grocery bags



Methodology

Start: Class Discussion

Learn: Role Play

Reflect: Class Discussion



Duration

60 minutes



Keyword

Market Place



Information For The Teacher

Prepare the students for this activity beforehand. Establish some rules of what is acceptable and what is unacceptable when it comes to behaviour.

Decide whether you want to have one shop (i.e.: a general store), or several different shops (i.e.: a butcher, baker, greengrocers, etc.).

NOTE TO TEACHER

If you have a large class, you will need to set up two to three shops.



Start Class Discussion



1. Inform the students that they are going to set up their market/shop today.
2. Divide the students into 3 groups. Inform them that each one will have the opportunity to be a buyer, and others can volunteer to be the shopkeepers and watchers/observers. Ask:
 - Who will be the buyers first? (Hand them a basket or a grocery bag.)
 - Who will be the shopkeepers/sellers?
 - Who will observe the situation?
3. Choose the first lot of buyers and shopkeepers/sellers from the volunteers, and allocate who will go next. Ask the rest of the students to watch.



Learn Role Play



1. Join two tables together.
2. Cover the tables with sheets or plastic coverings.
3. Set up the products with the students.
4. Make sure all the items are priced, with the prices clearly displayed.
5. Make sure the cash box (or boxes, if you have several shops) has some of the money the students made in the previous lesson in it, and that it is in place.
6. Ask the first shopkeeper(s)/seller(s) to stand behind the shop(s), ready to sell.
 - Ask: Have you counted the money in your cash box?
7. Give the buyers some of the money the students made in the previous lesson.

8. Have them go to the shop one by one, choose an item or two, and buy those items from the seller. Ask them:

- Do you have the correct money?
- Which money will you give the shopkeeper/seller?

9. Ask the observers to help the shopkeeper/seller give the right change.

10. Make sure all the students can take part, by either being a buyer or shopkeeper/seller. If some children are only comfortable watching, accommodate their need. They might be able to join once they get more familiar with the whole buyer and seller role-play.



Reflect Class Discussion



1. Ask the students:

- Was it fun acting out the shopping day?
- Was it easy to use the money?
- Did people buy wisely? Why did you decide to buy the things you bought?
- Which of the buyers used all their money?
- Did the shopkeeper give the right change?
- Did the shopkeeper help you buy the goods?

2. Explain to the students that they can play shop at home too, and use the money they have created or create new kinds of money.

PARENT ENGAGEMENT ACTIVITY

Responsible shopping is an important life skill. To learn this skill, children need to be directly involved in shopping. They also highly benefit from seeing their parent or caregiver as a role model, and a responsible and smart shopper.

An everyday activity like shopping can be a great way to teach children responsible shopping. Looking at signs and labels and talking about prices can help your child build literacy and numeracy skills. An easy trip to the local shop can help teach children about other topics, too - understanding food choices can help them learn about healthy eating.

Visit a shop together. It can be a great place for informal learning – if the child is active and interested. Giving a child a job to do is one of the ways how do this.

For example, a child could:

- Help you write the shopping list or remember something you've run out of,

- Look for items that are on your shopping list or for products on sale – their bright colours often make them easy for your child to spot even if
- They can't read well yet,
- Choose fruit and vegetables, weigh or count them,
- Pay for items in cash and check the change.

Keep in mind that most children are more likely to enjoy shopping if they aren't tired, hungry or overexcited and when the shops are not too busy.

★ **TIP**

Together with your child, assemble what you need for lunch/dinner/to make a cake. Check what you have at home and what you need to buy. Allocate a certain amount of money for this shop trip – and try not to go over this amount!

You can also invite a friend of your child for lunch, dinner or a cake!





All about **AFLATOUN DAY!**

Aflatoun Day is celebrated worldwide on March 17. It is an opportunity for the students to celebrate all the work that has been done during the year, to reflect on personal development, to display their achievements to their school, parents/guardians and community, and to feel connected with other Aflatoun children. In schools and Aflatoun Clubs around the world, children celebrate Aflatoun Day in different ways.

On this day, Aflatoun International organizes video calls with partners across regions and children and partners across regions meet, greet, chat and learn. It is an interactive event; you and your organization are encouraged to participate.

★ TIP

*If **March 17** is not convenient considering the school year in your country, you can always hold an Aflatoun Day any other time, sharing the work and learning with parents/guardians and/or students from other classes.*

SIGNIFICANCE THAT EVENTS LIKE AFLATOUN DAY HAS FOR EVERYONE ASSOCIATED WITH IT:

1. Allows students to display their hidden potential.
2. Opportunity for students to bond with fellows and teachers.
3. Let parents understand co-curricular interest of their children.
4. Interesting way to let children plan, organize and do some physical activity.

PREPARATIONS FOR AFLATOUN DAY

1. As per the time and resource availability, you along with students can start preparation for Aflatoun day.
2. **Encourage** children to create decorative from trash, prepare skits, recite poems etc.
3. You can ask children to create Aflatoun corner where they display their worksheets, saving box or even Aflatoun poster.
4. Involve the school/community and parents if possible.
5. **Invite!** Inform and invite the school principal, colleagues, students from other classes, and parents/guardians to the celebration, if possible.
6. **Spread the word!** Send photos to, or write an article for, your local newspaper about the day.
7. Prepare a small thank you card and/or gift for your guest(s).
8. **Identify a student/ students who will facilitate the entire the event along with you.**

GUIDELINES FOR STUDENTS

1. Encourage students to prepare skit, role-plays, poster etc. to show case their learnings.
2. Encourage them to do group-pair work. Nonetheless, if a student wishes to work, present or create something individually, Let them!
3. Encourage them to bring along their parents or siblings.



THEME 5

Social and Financial Enterprise

9 Aflatoun Day!



Specific Outcome

Reflect, discuss and demonstrate the learnings from the Aflatoun sessions and celebrate successful completion of the workshop.



Lesson Objective

By the end of the lesson, the students will be able to:

1. Carry out an interactive session with guest speaker(s) to understand their role.
2. Pre-plan and organize an event.
3. Demonstrate their learnings.



Materials Needed

1. Questions List for the Guest Speaker(s)
2. Thank You Card and/or Gift for the guest(s) (prepared by the students)
3. Board



Methodology

Start: Introducing Aflatoun Day

Learn: Brainstorming Ideas

Reflect: Action Plan



Duration

60 minutes



Keywords

Career, Guest speaker, celebration, learning



Information for the Teacher

Students should lead this session. Try involving them in activities such as class/ space decoration or thanking the guest speaker. You might experience that the session is not going as planned in front of the guest speaker; pause let the students manage it. They are learning and they will learn.

You have successfully deliver the planned sessions, **KUDOS**. It is time for you also to **CELEBRATE** so **do not HESITATE**.

Pre-Class Preparation: Decoration Time



- 1. Save and Share!** Students can use their savings to buy snacks for guests.
- 2. Decorate!** Make sure your classroom displays as much of the students' Aflatoun work as possible.
- 3. Invite!** Inform and invite the school principal, colleagues, students from other classes, and parents/guardians to the celebration, if possible.
- 4. Snap!** Take as many photos and as much video footage as possible during the day. Don't forget to request parental/guardian permission.
- 5. Display!** You may also display student worksheets and Aflatoun books ((this is optional).





Start

Introducing Aflatoun Day



1. Inform the students that a person who is a _____ will be visiting them today.
2. Inform them that the guest will talk to them about his/her profession, and that the students can ask him/ her questions about what he/she does so as to learn about his/her career.
3. Ask them if they know anything about this profession. Write the keywords on the blackboard/flipchart.
4. Ask students what they wish to know more about the profession. Prompt them to think of questions that they would like to find answers. You can give them hints:
 - Would you like to understand what do people do during the day in their job?
 - Whom do they interact and communicate with?
 - Do they use laptop/computers / books etc.?
 - Do they travel?
5. List the questions shared by students on a piece of paper with guest speaker so that they address them during their session.



Learn

Learn with the Guest Speaker



1. Welcome the guest, and introduce him/her to the students.
2. Do a quick icebreaker with students involving the guest speaker.
3. Ask the guest speaker to introduce themselves and talk about their career.
4. Brief the speaker to involve students, Principal and staff during the session. Listed below are a few ways this can be done:
 - Letting them ask questions
 - Giving inputs
 - Involving them in activity
5. Thank the speaker and let the students give them token of appreciation.

★ TIP

You can ask the guest speaker to bring along equipment's they use or the photographs of them at workplace.

Learn

Learn with Students



1. Encourage students to speak about what they learned during the previous sessions. They can also demonstrate their worksheets or things created during the session.
2. You/parents/ guest speaker can ask students the following questions:
 - What did they like the most?
 - Which activity/story was their favorite?
 - What is the color of Aflatoun?
3. Thank children for their responses.



Reflect

Class Discussion



1. Prepare a short speech where you share your feelings and learnings with students. You can also include tips for parents. Example, how they can promote saving habits among children, how they can let children express their emotions etc.
2. Lastly, invite guest speaker/parents to distribute the certificates amongst children. **You can find the certificate on page 62.**

Congratulations! We completed the workshop!



CONGRATULATIONS



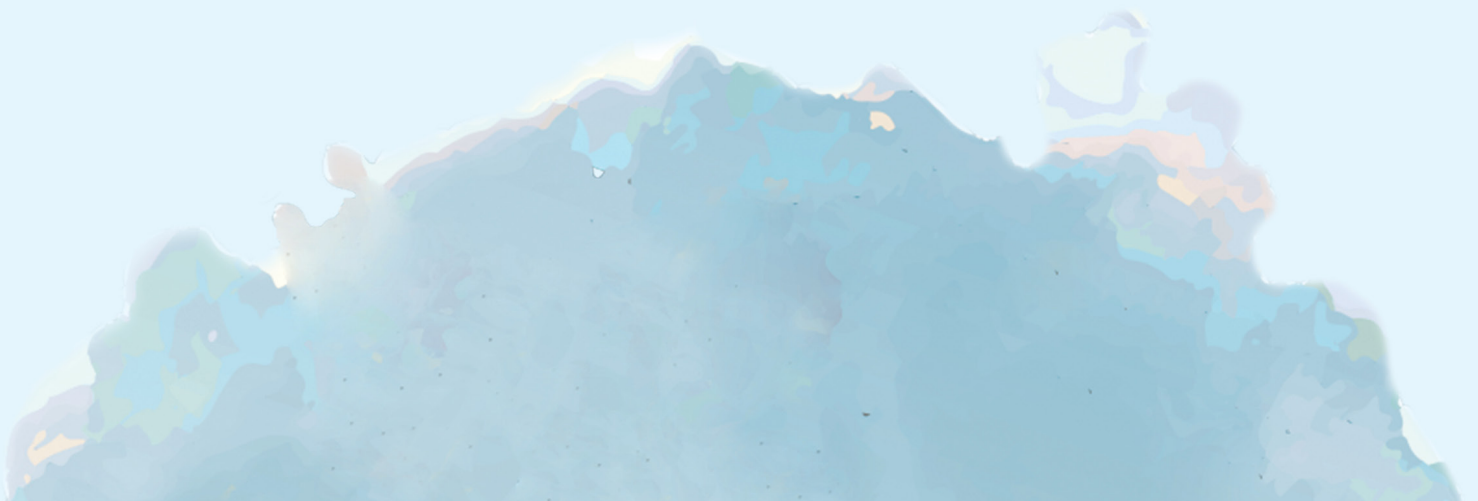
This is to certify that

has successfully completed
Year One of the Aflatoun Programme

Teacher's Signature:



BONUS SESSIONS





THEME 1

Personal Understanding and Self Awareness

1 I am Important!



Specific Outcome

Able to understand self-protection, neglect, and abuse.



Lesson Objective

By the end of the lesson, the students will be able to:

1. Be able to relate to the importance of self-protection.
2. Observe the consequences of not following safety rules.
3. Be able to identify ways of keeping oneself safe.



Materials Needed

1. Story: Little Red Riding Hood
2. No Go Tell flash cards
3. Little Red Riding Hood drawing
4. Coloured pencils



Methodology

Start: Story & Class Discussion

Learn: Class Discussion

Reflect: Individual Art Activity



Duration

45 minutes



Keywords

Safe, protection



Information For The Teacher

You can contextualise the story by giving the Little Red Riding Hood character a local name, or substituting the wolf with a local animal, such as a tiger.



Start Story & Class Discussion



1. Start by telling the students that, today, you are going to talk about something very important.
2. Introduce Little Red Riding Hood to the students, explain the characters, and read the story to them.
3. Stop two or three times at key places in the story to ask the students:
 - Can you predict what will happen next?
 - What do you think Little Red Riding Hood will do?
 - What Should she do?
 - How does this make her feel?
4. Once you have finished the story, ask the students:
 - What is this story trying to tell us?
 - What is it trying to teach?



Learn Class Discussion



1. What were Little Red Riding Hood's safety rules? Who can remember?
 - Stay on the path
 - Go straight to Grandma's
 - Don't play on the way
 - Don't talk to strangers
2. Discuss what happened to Little Red Riding Hood when she forgot her safety rules.
3. Introduce the No Go Tell flash cards.
4. Explain that No Go Tell are strategies that children can use:
 - Say **No** (when someone tries to harm you or do something that makes you uncomfortable).
 - Then **Go** (Run or go away from that person).
 - And **Tell** (Tell an adult or someone you trust about the situation).

5. Using examples, explain situations where they could experience No feelings or feel unsafe.
6. Use the following questions to have a discussion about No Go Tell:
 - Was Little Red Riding Hood able to say No to the wolf? (No.)
 - Was that okay? (Yes, because she used Go and Tell strategies.)
 - How did Little Red Riding Hood Go from the situation?
 - How did Little Red Riding Hood Tell about the situation?
7. Be sure to acknowledge that sometimes it can be very hard to say No and to Go away from a difficult situation, but that children should always try to Tell someone about the situation. Ask the students:
 - Who are some of the people that you can go to for help...
 - ...when you are being bullied at school?
 - ...when someone in your street is giving you a hard time?
 - ...when you're lost in the market? (E.g.: They can approach mothers who have young children with them if they don't know anyone.)
8. Explain how sometimes warning signals can make your body do strange things, such as freeze!



Reflect Individual Art Activity



1. Hand out a picture of Little Red Riding Hood to each student and some coloured pencils, and ask them to colour the picture in.
2. Using the flash cards as a guide, ask the students to illustrate how Little Red Riding Hood used the strategies to help her.

LITTLE RED RIDING HOOD

Once upon a time, there was a little girl who lived in a village near the forest. Whenever she went out, the little girl wore a red riding cloak, so everyone in the village called her Little Red Riding Hood.

One morning, Little Red Riding Hood asked her mother if she could visit her grandmother, as it had been a while since they'd seen each other.

"That's a good idea," her mother said. So they packed a nice basket for Little Red Riding Hood to take to her grandmother. When the basket was ready, the little girl put on her red cloak, and kissed her mother goodbye.

[Repeat the following twice and slowly, and ask the students what the mother asked her to do.]

"Remember, stay on the path and go straight to grandma's house," her mother cautioned. "Don't dawdle along the way, and please don't talk to strangers! The forest is dangerous." "Don't worry, mummy," said Little Red Riding Hood, "I'll be careful."

[Rule # 1: Stay on the path.]

[Rule #2: Go straight to grandma's house.]

But when Little Red Riding Hood noticed some lovely flowers in the forest, she forgot her promise to her mother. She picked a few, watched the butterflies flit about for a while, listened to the frogs croaking, and then picked a few more. Little Red Riding Hood was enjoying the warm summer day so much that she didn't notice a dark shadow approaching out of the forest behind her...

Suddenly, the wolf appeared beside her.

"What are you doing out here, little girl?" the wolf asked in a voice as friendly as he could muster.

"I'm on my way to see my grandma who lives through the forest, near the brook," Little Red Riding Hood replied.

[Rule # 3: Don't talk to strangers.]

Then she realised how late she was and quickly excused herself, rushing down the path to her grandma's house. The wolf, in the meantime, took a shortcut... The wolf, a little out of breath from running, arrived at grandma's and knocked lightly at the door.

"Oh thank goodness dear! Come in, come in! I was worried sick that something had happened to you in the forest," said grandma, thinking that the knock was her granddaughter.

The wolf let himself in. Poor granny did not have time to say another word, before the wolf gobbled her up!

The wolf let out a satisfied burp, and then looked through granny's wardrobe to find a nightgown that he liked. He added a frilly sleeping cap and, for good measure, dabbed some of granny's perfume behind his pointy ears.

A few minutes later, Little Red Riding Hood knocked on the door. The wolf jumped into bed, and pulled the covers over his nose. "Who is it?" he called in a crackly voice.

"It's me, Little Red Riding Hood."

"Oh how lovely! Do come in, my dear," croaked the wolf

[Little Red Riding Hood knew something was wrong.]

Almost too late, Little Red Riding Hood realised that the person in the bed was not her grandmother, but a hungry wolf. She ran across the room and through the door, shouting, "Help! Wolf!" as loudly as she could.

[She used the Go and Tell approach here. Sometimes you cannot say "No", but you can do other steps.]

A woodsman who was chopping logs nearby heard her cry, and ran towards the cottage as fast as he could.

He grabbed the wolf, and made him spit out the poor grandmother who was a bit frazzled by the whole experience, but still in one piece.

"Oh grandma, I was so scared!" sobbed Little Red Riding Hood. "I'll never speak to strangers or dawdle in the forest again."

"There, there, child. You've learned an important lesson," said her grandmother. "Thank goodness you shouted loud enough for this kind woodsman to hear you!"

The woodsman knocked out the wolf, and carried him deep into the forest where he wouldn't bother people any longer. Little Red Riding Hood and her grandmother had a nice lunch and a long chat.





TELL

NO

GO

CHILDREN'S SAFETY

★ TIP

Make sure your students know about helplines they can contact when they need help (see a list of helplines - <https://childhelplineinternational.org/helplines/>).

Contact helplines active in your country, put up their posters with contact numbers or emails on visible places.

A very important part of protection is protection in online space.

According to the European Union research project EU Kids Online/ Net Children Go Mobile the top threats kids face today online are:

1. Connecting with strangers online
2. Exposure to explicit content (sexual, or otherwise inappropriate)
3. Cyberbullying
4. Sexual solicitation

📺 VIDEO

To educate yourself more about how to protect children online (and then educate parents and children on this topic), you can use these resources:



Filter explicit results using SafeSearch
<https://support.google.com/websearch/answer/510?co=GENIE>.



Parental controls and settings for YouTube Kids profiles and supervised accounts
<https://support.google.com/youtubekids/>



THEME 2

My Rights and Respecting Other's Rights

2 Our Community



Specific Outcome

Identify and describe different cultures in their own setting.



Lesson Objective

By the end of the lesson, the students will be able to:

1. Have used their senses on a walk to explore their community.
2. Have worked cooperatively to create a block map of their school neighbourhood.
3. Be asked to work with a family member to create a block map of their home surroundings.



Materials Needed

1. Four large sheets of paper, taped together
2. Coloured pencils
3. **Worksheet: My Home and Street** (one per student)
4. Optional: camera, mobile phone with a camera, printer



Methodology

Start: Class Discussion & Class Activity

Learn: Class Art Activity

Reflect: Class Discussion



Duration

50 minutes



Keywords

Map, neighbourhood



Start

Class Discussion & Class Activity



1. Ask the students:
 - Who walks to school?
 - Where is our school? What neighbourhood? What street? What address?
 - What surrounds our school?
 - What does our neighbourhood look like?
2. Take the children out and let them observe the school from the outside. Take a walk around the school. Ask them to observe their school neighbourhood. Ask them what they see. Point out things for them to recall later.



Learn

Class Art Activity



1. When you have returned to the classroom, ask the students:
 - What are maps?
 - Why do we use maps? How do they help us?
2. Inform the students that they are going to draw a map of the school and its neighbourhood.
3. Place the large sheet of paper on the floor, and ask the students to sit around it.
4. Draw the school in the centre of the paper. Ask the students to recall what else they saw surrounding the school.
5. Draw, or have the students draw, the roads, trees, shops, buildings, etc.
6. Once you/they have done this, and everyone agrees that the map is an accurate representation of the school's surroundings, ask the students to colour the map in.
7. When it is finished, hang the map of the school and its surroundings up on the wall of the classroom.

★ TIP

Have a child take photos from the trip (or let children take turns taking photos). You can print them and use in the next activities. This way, you will also develop different skills of children, their sense of ownership and responsibility. (If it is not possible to print photos, show them on the screen – this is also more eco-friendly and budget-friendly.)



Reflect

Class Discussion



1. Using the following questions, discuss the students' neighbourhoods:
 - What does your street look like? How many houses are there? How many shops?
 - Who lives on your street and where do they come from?
2. Give each student a My Home and Street activity sheet, and ask them to complete it at home with a family member.

FOLLOW UP

1. Be sure to give the students an opportunity to share their **My Home and Street Worksheets** with the rest of the class.
2. Focus on the diversity in the neighbourhoods, and where they all come from.
3. Point out that, even on a street, different people from different parts of the world live together as neighbours and friends.



THEME 3

Savings and Spendings

3

Who knows Money?



Specific Outcome

Understand the concept of saving and the different resources they can save.



Lesson Objective

By the end of the lesson, the students will be able to:

1. Be able to identify the different coins and paper money used in their country, together with their value.
2. Be asked to make a Money Savings Box (preferably from recycled material).



Materials Needed

1. Sample money / Flash cards of the different coins and banknotes
2. **Worksheet: Our Money** (one per student)
3. Coloured pencils
4. Examples of Money Savings Boxes made from recycled materials



Methodology

Start: Class Activity & Class Discussion

Learn: Individual Art Activity

Reflect: Brainstorming



Duration

40 minutes



Keywords

Currency, coin, banknotes



Information For The Teacher

Make examples of Money Savings Boxes created from recycled materials, such as shampoo bottles, tins, cardboard boxes, etc. prior to the lesson.



Start Class Discussion & Class Activity



1. Tell the students that today you are going to learn about money and coins. Hold up a flash card of the coins of your particular currency at the top of the class. Ask the students if they recognize the coins. First, hold up the flash cards in order from the smallest denomination to the largest denomination. Repeat this exercise and then start to mix up the order.
2. Share the details about money: its shape, colour, value etc., showing them the different coins and banknotes you have.
3. As you show each piece, describe it. For example, if it is paper money and red, with a head of state on it, say: "This is a _____ value paper note, which is red and has the picture of _____ on the front and a picture of _____ on the back."
4. Draw the money on the board, and write their value and distinction, i.e. if it is a coin, draw the coin and write its value and distinction next to it. Make sure that your drawing correctly represents the difference in the size of the coins.
5. Ask them questions, such as those below, to initiate their observation of the money:
 - What head is on the _____ coin? What colour is the _____ note?
 - Which is the bigger value money and which is the smaller one?
 - Which would you prefer – 1c or 10c? Why?
 - What do you use money for?
 - What can we buy from the bigger value money and the smaller one?
 - What would you like to buy if you had some money?



Learn Individual Art Activity



1. Hand out the **Our Money Worksheet** to each student, some coloured pencils and examples of money.
2. Explain the instructions on each one, and have them fill in the sheets.



Reflect Brainstorming



1. Ask the students the following questions:
 - Have you used money? When? Where?
 - Why do we use money?
 - Why do we need to know our money?
 - Can we save money?
 - Why do we need to save money?
 - How can we save money? (Introduce the idea of the Money Savings Box, comparing it to the Good Deeds Savings Box at home.)
2. Ask the students to make a Money Savings Box of their own. Encourage them to create their own saving box using recycled materials or, if there is a local traditional saving box, they can use that.
3. Show the students the examples of saving boxes made from recycled materials that you prepared prior to the lesson. Explain to the students the importance of recycling materials and using recycled materials, as it is also a type of saving!

TRY THIS

Let children use their creativity and create/design their own money from recyclable materials. Make sure they think about people with disabilities while creating their new currency.

★ TIP

You can also create flash cards of banknotes or bring real coins and banknotes to show the class.

NOTE TO TEACHER

We often forget that not everyone sees the numbers, colours, and other features on coins and banknotes. Tell children to close their eyes and touch the coins/banknotes. Can they spot any differences?

You can use a webpage of the European Central Bank (<https://www.ecb.europa.eu/euro/visually/html/index.en.html>) to learn more about specific features of coins and banknotes. Make sure to use this information in class when talking about this topic.

PARENT ENGAGEMENT ACTIVITY

Make a banknote or coin at home with your children. The children will present their banknote/ coin in the class.





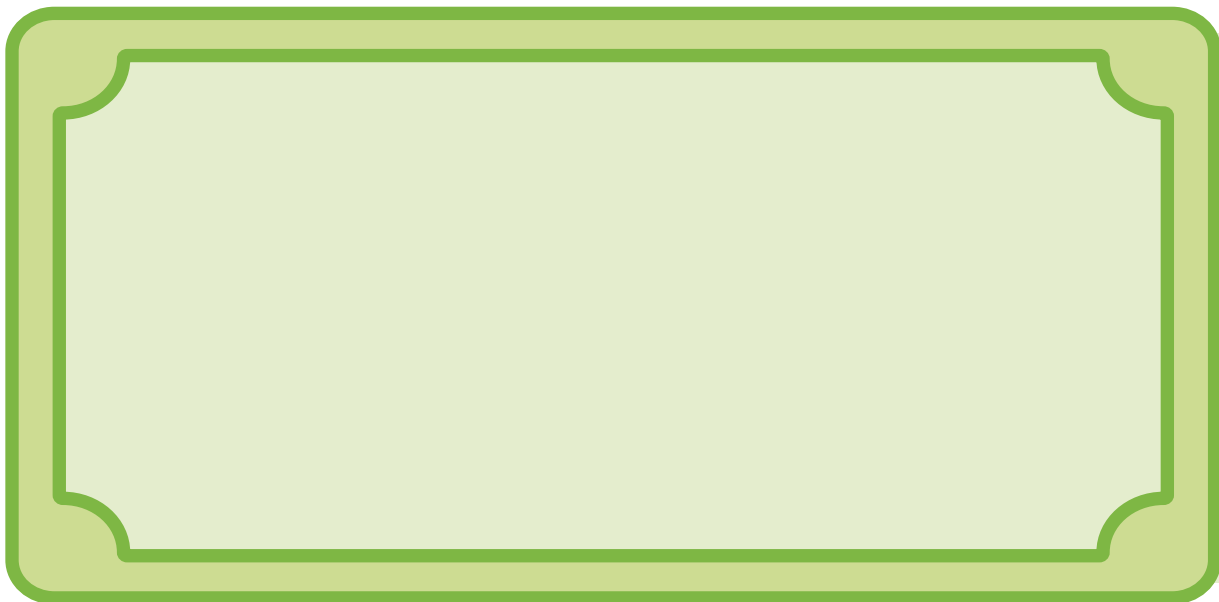
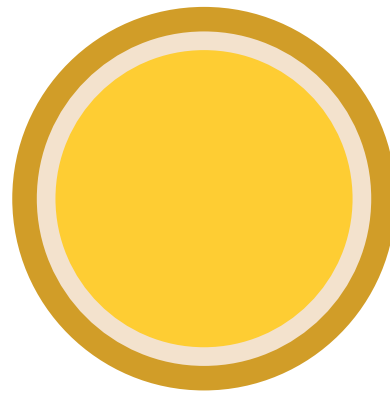
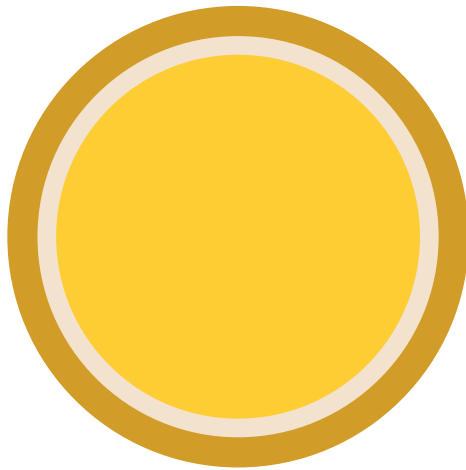
WORKSHEET



This page can be printed!

OUR MONEY

You have seen some coins and banknotes. What about creating your own? Use these templates to design your own money. Don't be afraid to be creative!





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