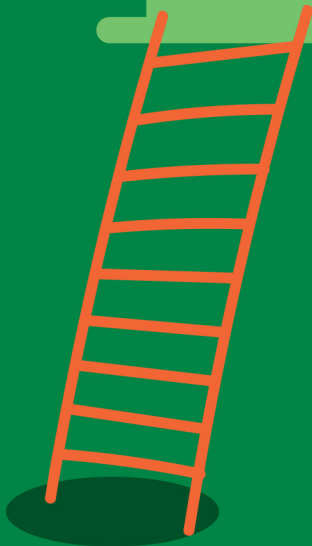




2

THE AFLATOUN SERIES



Co-funded by
the European Union





THE AFLATOXIN SERIES



Acknowledgement

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.

Curriculum Development:

Aflatoun International

Nadácia otvorenej spoločnosti Bratislava / Open Society Foundation / NOS-OSF

Škola dokorán – Wide Open School, n. o.

Pomoč deci (CYSO)

Layout and Design Team:

Roopkatha Ray Krishnan (Design Lead), Peter Bernath, Farheen Bano

Disclaimer:

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



**Co-funded by
the European Union**

Table of Contents

THEME 1:

Personal Understanding and Self-Awareness

- ① Introduction to Aflatoun — 11
- ② Identifying and Praising Everyone's Personal Strengths — 19
- Worksheet: My Strengths make me Unique — 23

THEME 2:

My Rights and Respecting Other's Rights

- ③ What are Rights? — 24
- ④ Poster of Responsibilities — 29
- Worksheet: I have Rights, I have Responsibilities — 33
- ⑤ Let's Go Green — 35

THEME 3:

Savings and Spendings

- ⑥ Organizing Savings — 39

THEME 4:

Planning and Budgeting

- ⑦ What to Buy and What to Save — 48

THEME 5:

Social and Financial Enterprise

- 8 Shopping Day! — 54
 - All About Aflatoun Day — 57
- 9 Aflatoun Day! — 59
 - Worksheet: Choose an Occupation — 62

BONUS CHAPTERS

THEME 1:

Personal Understanding and Self-Awareness

- 1 Our Goal — 66

THEME 2:

My Rights and Respecting Other's Rights

- 2 Hand Washing — 72

THEME 3:

Savings and Spendings

- 3 Managing Our Money — 80
 - Worksheet: Choose What You Need — 83

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. Be able to identify the Aflatoun character and his purpose.
2. Be excited about learning with Aflatoun.
3. Recognise and value his/her own uniqueness.
4. Be able to present him/herself and his/her interests.
5. Be introduced to the value of teamwork and contributing to group activity.



Materials Needed

1. Aflatoun Poster
2. Aflatoun's Motto Images
3. Paper (one sheet per student)
4. Pencils, coloured pencils/crayons
5. Board



Methodology

Start: Aflatoun's Image

Learn: Aflatoun's Story & Motto

Reflect: Aflatoun Song



Duration

60 minutes



Keywords

Puppet, handprint, motto



Start

Aflatoun's Image



1. Hang or place the poster in a visible spot in the classroom. Ask students the following questions:
 - Do you know/remember who this is? What is its name?
 - Where does it come from? What is it?
 - What colour is it? What is it made from?
 - What does it teach us/tell us about?
 - Can you spell its name?
2. To check their answers, read the text in the bracket out loud. Make this part as interactive as possible – after each relevant information, ask the students if they remembered this piece of information. You can give the students a big round of applause for remembering information about Aflatoun so well!

★ TIP

Make your own Aflatoun hand puppet using old materials from home! Old gloves (even yellow rubber gloves) or other material can create a simple yellow hand puppet. When reading what Aflatoun is saying or doing, can use the puppet so pupils envisage him speaking directly to them rather than through the teacher. This helps them develop a connection to the character of Aflatoun.

“Hi! Do you remember me? My name is Aflatoun. I'm a fireball. I come from outer space where there are other fireballs just like me. I flew all the way through space to visit you, to find out more about where and how you live. I love to travel all over the world and to meet other children. I like to sing, dance, laugh, learn, and explore. I'm very curious about this wonderful place where you live. I'm looking forward to learning all about it with your help. I'd really like us to be friends!”



3. Tell the students that you are now going to draw a picture of Aflatoun. Give each student a sheet of paper and some pencils, and invite them to draw their own picture or idea of what Aflatoun looks like.

4. Instruct them to place the palm of their hand (with fingers placed on the paper as well) onto the paper, and to trace around the shape of their hand with a pencil. Next, have them lift their hand off, and ask them:

- What do you see?
- What do your fingers look like in the drawing?

5. Ask them to add a smiley face, two arms, two legs, and to colour it in to complete their drawing of Aflatoun. Get the students to colour in their drawing of Aflatoun.

6. Finally, have/help the students write their names on their pictures, and put them up on the wall.



Learn Aflatoun's Story And Motto



1. Read out **Aflatoun's Story** to the students. As you read, you may use your homemade Aflatoun hand puppet to talk 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. To build the previously acquired knowledge, ask the students the following questions:

- Where does Aflatoun come from?
- What does Aflatoun like to do?
- What kind of questions do you think Aflatoun may have for us?
- What questions do you have for Aflatoun?

3. Inform the students that Aflatoun has a motto it uses in all its adventures:
Explore, Think, Investigate, and Act!

3. Write it on the board, and explain that this motto helps Aflatoun and its friends learn many things.
4. Show the students the Aflatoun Motto images, and ask the following prompt questions:
 - **Explore:** What is Aflatoun doing in this image? What does 'Explore' mean? What does a person who explores do?
5. Show the students the Aflatoun Motto images, and ask the following prompt questions:
 - **Think:** What is Aflatoun doing in this image? What does 'Think' mean? What does a person who thinks do?
 - **Investigate:** What is Aflatoun doing in this image? What does 'Investigate' mean? What does a person who investigates do?
 - **Act:** What is Aflatoun doing in this image? What does 'Act' mean? What does a person who acts do?
6. Show the students the actions that go with the Aflatoun motto (below). Repeat each one together a few times to make sure they remember them.
 - **Explore:** Place hand over your eyes, and move your head from side to side, as if looking for something in the distance.
 - **Think:** Place your index finger on your temple.
 - **Investigate:** Pretend to hold a magnifying glass in your hands, and look around.
 - **Act:** place your foot down on the ground, and swing your arms, as in 'ready for action!'
7. Afterwards, have them stand in a big circle. Tell them that after you say "**Aflatoun – walk!**", they will start walking (not running!) in this circle, and after you say "Aflatoun – stop and explore/think/investigate/act!", they will do the action that goes with the specific part of the motto you say. Repeat "**actions**" a couple of times always in different order.

NOTE TO TEACHER

Although the Aflatoun character cannot be considered a mime puppet in its most explicit expression, its effect on the child clearly meets the attributes of mime puppets.

In the course of each activity, the children develop a relationship with the character, it becomes a living object, a friend who asks them questions and leads them to seek answers, wondering about the phenomena around them and, in a non-violent way, to self-knowledge, to care for their loved ones or the environment and resources around them. It motivates children to be active, to communicate and has a diagnostic potential. This is very important when working with children with diverse needs or from diverse backgrounds.



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

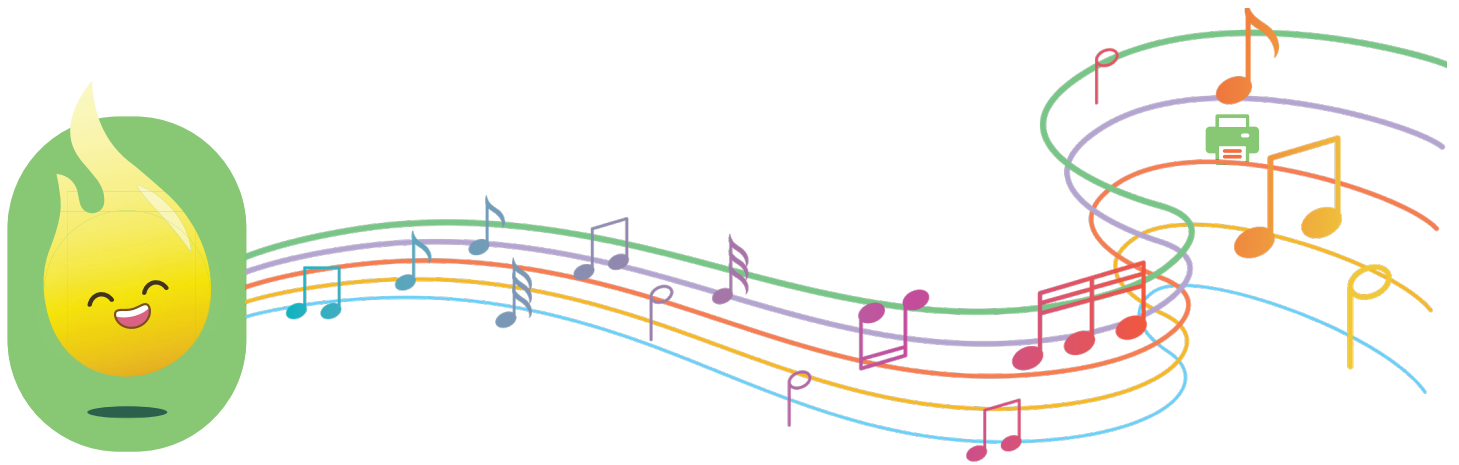
Placing foot down and swinging the arm, as in **"ready for action!"**



Reflect Aflatoun Song



1. Remind the students of the **Aflatoun 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 gestures so that they understand it better.



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



This page can be printed!



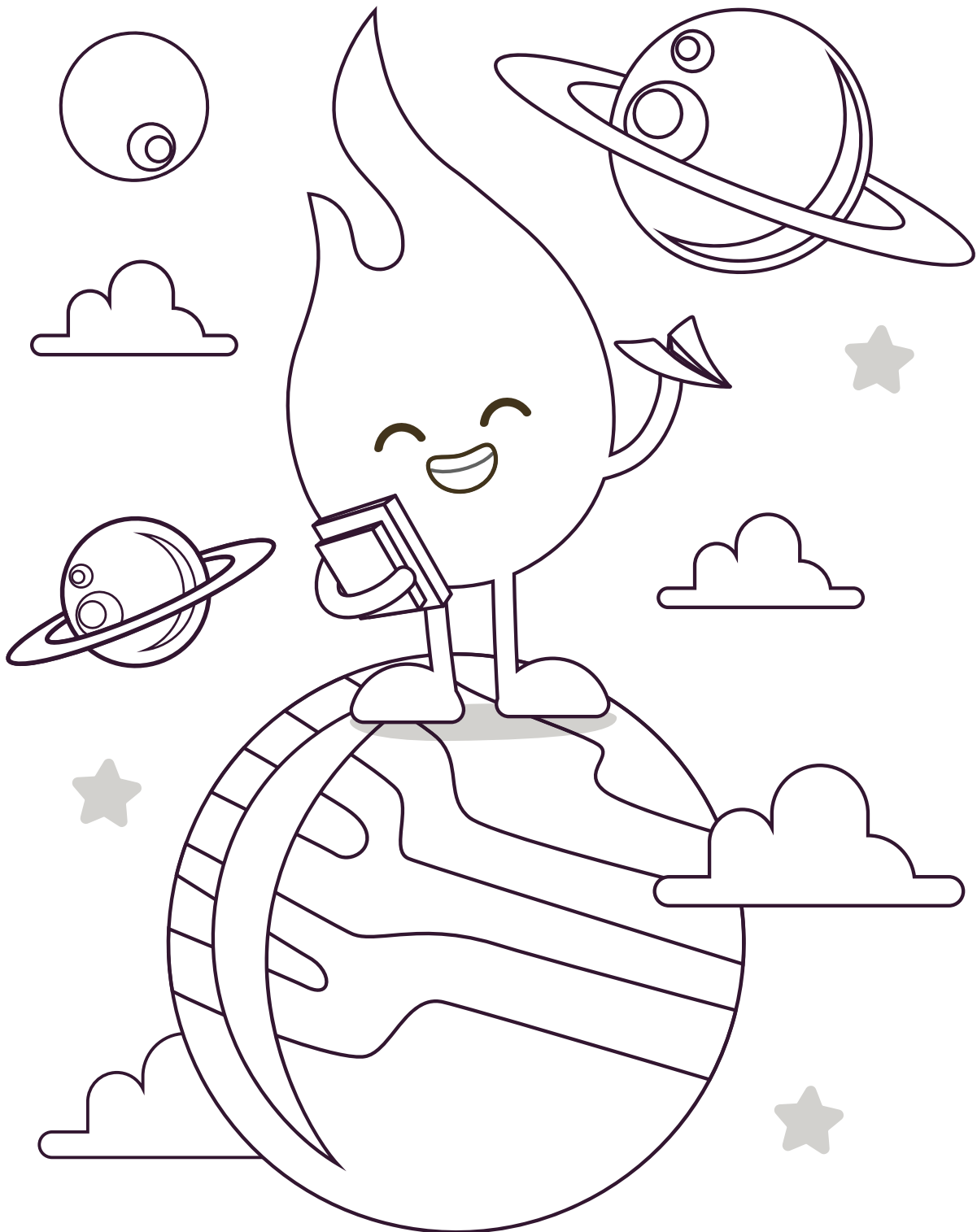


This page can be printed!

ADDITIONAL WORKSHEET

COLOR ME IN

Hi Kids! My name is Aflatoun and I'm a fireball from Outer Space. I am here to find out more about your world. Will you be my friend?





THEME 1

Personal Understanding & Self Awareness

2 Identifying and Praising Everyone's Personal Strengths



Specific Outcome

Identify qualities of classmates, focus on realizing their own strengths.



Lesson Objective

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

1. Identify human virtues and strengths
2. Name virtues and strengths of others
3. Name their own virtues and strengths
4. Celebrate the amazing part of themselves



Materials Needed

1. Paper and pencils
2. Board
3. A basket or hat
4. **Worksheet: My Strengths Make Me Unique**



Methodology

Start: Group Learning

Learn: Group Activity

Reflect: Class Discussion



Duration

25 minutes



Keywords

Strengths, virtues, cherishing, self-confidence, emotions



Start Group Learning



1. Announce the subject of the day: today we're going to talk about **personal virtues and strengths**, and we will start to list as many of them as we can.
2. First, ask participants to give a definition of the phrase 'personal virtues', relying on their own wording.
3. Point out the fact that personal virtues are positive characteristics promoting collective and individual greatness as personal virtues are beneficial to oneself and to others.
4. Inform participants that you are about to start a very sensitive session and that you will not accept any mockery or hurtful remarks.

NOTE TO TEACHER

The period of 6-9 years is very important for building relationships with others. What a child learns about his relationships will influence the quality of his relationships in adulthood. During this period, the child is finding his or her place in a group, becoming interested in the rules of social life and learning the opinions of others. Therefore, this type of activity can be very beneficial for creating an atmosphere where all children feel included – and where no bullying is allowed.



Learn Group Activity



1. Divide children into groups of 4, mixing abilities, and girls and boys. Make sure there is a good writer in each group.
2. Ask each group to find a funny name. And quickly write each name on a piece of paper that you fold and put into a basket or a hat.
3. Ask the most reserved member of each group to pick up a piece of paper.
4. Invite groups to unfold their paper and to discover the name on it: they will have to write down **8 to 10 human qualities** to talk about the members of the other group. For example: "Tina is energetic and smart; Tony is selfless and meticulous; Liza can run fast..."
5. Give them paper and pencils, and 5-minute allocated time.
6. Float from group to group to give help, and check that the written virtues are indeed positive qualities.



Reflect

Class Discussion



1. At the end, bring all groups together and ask a participant to write down on the board all the quoted virtues, excluding duplicates.
2. Thank everyone for their hard work and invite all participants to applaud to one another.

Here is a list of personal virtues that you can use to fuel your first list and to give examples:

A

Amazing
Authentic

B

Benevolent
Brave
Bold
Buoyant

C

Careful
Caring
Cheerful
Clever
Confident
Courageous
Considerate
Creative

D

Delicate
Determined
Dynamic

E

Enjoyable
Energetic
Efficient

F

Funny
Friendly
Fearless
Faithful
Fair

G

Gentle
Generous
Good-nature
Good

H

Handy
Helpful
Honest
Humble

I

Ingenious
Innovative
Imaginative

J

Jovial
Joyful

K

Kind

L

Loving
Lucky
Loyal
Lively
Logical

M

Modest
Meticulous
Mindful

N

Nice

O

Optimistic
Open-minded
Organized

P

Patient
Peaceful
Pleasant
Playful
Prudent
Polite
Purposeful

Q

Quiet

R

Reliable
Rational
Reasonable
Reassuring
Resourceful

S

Selfless
Smart
Strong
Steadfast
Sincere

T

Tactful
Tidy
Tenacious
Tolerant
Thoughtful
Trustworthy

U

Understanding

V

Vigilant
Vigorous

W

Wise



This page can be printed!

WORKSHEET

MY STRENGTHS MAKE ME UNIQUE

We all have plenty of things we are good at. We also have a lot of characteristics people like about us. But sometimes, we need to remind ourselves of these facts.

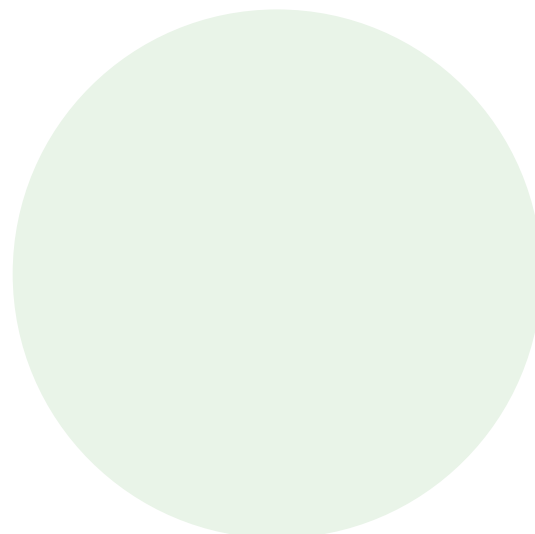
1. Name at least 5 things you are good at (you can draw them, too!):

- 1.
- 2.
- 3.
- 4.
- 5.

2. Write at least 5 of your positive characteristics:

- 1.
- 2.
- 3.
- 4.
- 5.

3. Is there something you are not good at yet – and you would like to learn? Write/draw it in this circle!





THEME 2

My Rights and Respecting Other's Rights

3 What are Rights?



Specific Outcome

Know the difference between Needs and Wants, and know different basic rights and responsibilities that a child is entitled to.



Lesson Objective

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

1. Distinguish between Needs and Wants.
2. Define Rights.
3. Review the different Articles related to the Child.
4. Select the three most important rights, and summarise and analyse them.



Materials Needed

1. **Needs and Wants Cards** (one set per pair)



Methodology

Start: Pair Activity & Group Activity

Learn: Class Discussion & Group Discussion

Reflect: Sharing



Duration

50 minutes



Keywords

Rights, characteristics





Information For The Teacher

The Convention on the Rights of the Child was written in 1989, and came into force in 1990. As of 13 May 2022, 196 countries are parties to this treaty (some with stated reservations or interpretations). This includes every member of the United Nations except the United States. And all the countries that have agreed to it try to make the law work.

These rights for children are about what children are entitled to have, and what the people responsible for children have to do to make sure they are happy, healthy and safe.



Start

Pair Activity & Group Activity



1. Divide the students into pairs, and give each pair a set of **'Needs and Wants' cards**.
2. Ask the pairs to divide their cards into three piles: Most important; Important; Least important.
3. When they have done this, have each pair get together with another pair to form groups of four. Ask the groups to discuss amongst themselves and decide which four cards are the most important.
4. Finally, have the students to feedback their choices to the rest of the class.



Learn

Class Discussion & Group Discussion



1. Ask the students the following questions regarding their decisions from the Start activity:
 - Was it easy to make your decision? Why/why not?
 - How did you decide which items were the most important?
 - Was there any one item that you really wanted to include in the selection, but couldn't? Why was this item important/unimportant to you?
 - What do you think is the difference between **"needs"** and **"wants"**?
 - If you choose to buy anything that you could classify as a **"want"** – what is your reason?
 - Do you think all children around the world have all their 'needs' and **"wants"** met? Why/why not?
2. Next, explain to the students that a few years ago, the leaders of the world decided that every child should have each one of their important needs met. They called these needs, 'rights.' Remind the students of the four needs they decided upon in their groups during the Start activity.

3. Working in the same groups that they were in for the **Start activity**, and using the four needs they agreed on, ask the students to complete the sentence 'Everyone has the right to ...' (e.g. food; healthcare; education; etc) in their own words. Use the following examples/questions to help guide them:

- Instead of saying, 'Everyone has the right to education', you can say 'Everyone has the right to go to school'. How else can you say this?
- Instead of saying, 'Everyone has the right to healthcare', what else can you say?

4. Ask the groups to come up with as many ways of describing each of their chosen rights as possible.

ALTERNATIVE ACTIVITY

1. Complete steps 1 and 2 from the previous activity.

2. Have the students come back to groups of 4 people (from the **Start activity**). Ask them to devise a role play to illustrate one right (to food, education, healthcare, etc.). Write this right on a piece of paper and give one to each group. They are not allowed to indicate to the other groups what right is on the paper. The others have to try and work out which right they are demonstrating.



Reflect Sharing



1. Have as many groups as possible share their work with the rest of the class.
2. Help the students understand that the realization of people's rights depends on everyone respecting the rights of others (also in the classroom).

To provoke discussion, ask them the following questions:

- If everyone has the right to food, how can we make sure this right is respected in our community?
- If everyone has the right to go to school, how can we make sure this right is respected in our community?
- Why is it important to respect other people's rights?

3. Using the rights students already know, they complete statements matching rights to responsibilities and mutual respect.

For example: "If everyone has the right to... then we respect this right by..."

NOTE TO TEACHER

It's very important not to get caught up in a circle of blaming ourselves that we have "wants" and we want to have them fulfilled. This issue is very important to address now that we are seeing an increase of environmental anxiety in children and young people.

★ RESOURCE

1. 'Eco-anxiety': fear of environmental doom weighs on young people

<https://www.theguardian.com/society/2021/oct/06/eco-anxiety-fear-of-environmental-doom-weighs-on-young-people>

2. How can we help kids cope with 'eco-anxiety'?

<https://www.bbc.com/future/article/20220315-how-eco-anxiety-affects-childrens-minds>

1



2



4. Emphasise to the students that if something is a **'want'**, it doesn't necessarily mean it should not be bought. It is okay to buy something that is a want, especially if:

- All the needs have already been bought.
- It is something that you have made an effort to save for.
- It is not frequent excessive shopping for completely unnecessary things that you throw away immediately.
- It is something that will indeed make you happy.

5. Make sure you understand that needs and wants of people can be very different. Some things might be considered by someone to be utterly useless, and we would classify them as mere wants or desires. For other people, however, they are needs or necessities that they cannot imagine life without or that can even save their lives in some situations.

6. For example, we would usually classify a sweet drink or candy as only one of our desires (because it is a delicacy). However, for people with diabetes, they can also be a need in certain circumstances. Some children need a specific toy and insist on having this specific toy with them at all times. And when they lose it, it can cause them a huge problem – they don't feel safe, they suddenly lose a close and important friend.

7. When we are dividing things into needs and wants, often times even a bicycle or a cell phone will only get labeled as a want (because they are not essential to life). However, for many children, a bicycle is an essential means of transport to school. Also a mobile phone - during the pandemic, the mobile phone and internet access became a necessity that fulfilled children's right to education. If children did not have a phone and an internet connection, they could not get an education...



This page can be printed!

FLASHCARDS

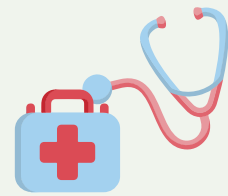
NEEDS AND WANTS



School



Heathy food



Heathy food



Home



Clean water



Clothes



Car



Mobile phone



Computer



Bicycle



Television



Pocket Money



THEME 2

My Rights and Respecting Other's Rights



Poster of Responsibilities



Specific outcome

Identify the different responsibilities that a child often has.



Lesson objective

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

1. Identify the different responsibilities that they have.



Materials needed

1. Tasks flashcards
2. Responsibilities flashcards
3. Poster paper
4. Coloured pencils/crayons
5. **Worksheet: I Have Rights, I Have Responsibilities**



Methodology

Start: Class Discussion

Learn: Pair/Group Art Activity

Reflect: Sharing



Duration

45 minutes



Keywords

Rights, responsibilities



Information For The Teacher

A lot of people pair rights of children with their obligations or duties (not

responsibilities) and argue that children are always well aware of their rights and forget about their obligations/duties.

All children have rights, and these rights do not depend on whether they carry out their responsibilities. Therefore, children have rights whatever happens – but their responsibilities help ensure that they, and everyone else, make use of their rights for the benefit of all.

Prior to the lesson, put the Responsibilities pictures up on the classroom wall.



Start

Class Discussion



1. Show the Tasks pictures to the students, and ask them:
 - Who does these tasks in your family?
 - Do you do any of these tasks?



Learn

Pair Activity or Group Activity



1. Show the students the Responsibilities pictures on the wall, and have them describe what is happening.
2. Ask them if they do any of these tasks at home.
3. Remembering the previous lesson on rights, encourage a discussion by asking the following question:
 - If we have the right to education, how can we make sure that we make the most out of that right? (For example, by doing our homework.)
4. Ask the same question with regards to the other rights.
5. Divide the students into pairs or small groups, and give each group a sheet of poster paper and some crayons/coloured pencils.
6. Assign a responsibility to each pair/group, and ask them to design a poster illustrating that responsibility.



Reflect

Class Discussion



1. Have the students share their posters with the rest of the class.
2. Ask them to describe what they have illustrated, and why they chose to draw it that way.



FLASHCARDS

TASKS



This page can be printed!



Cooks food



Helps you with homework



Goes to work to earn money



Brings you to school



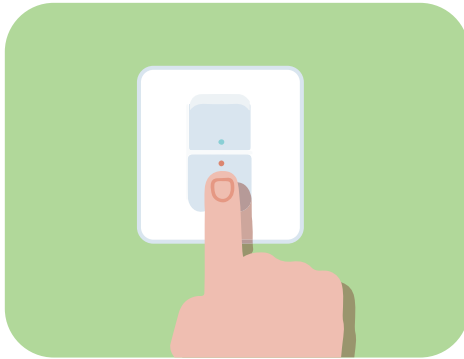
Helps you when you are hurt



This page can be printed!

FLASHCARDS

RESPONSIBILITIES



Switching off lights & fans when not needed



Sharing



Helping with dinner



Making your bed



Keeping things in place



Putting my favourite things & money in my Aflatoun box



This page can be printed!

WORKSHEET

I HAVE RIGHTS, I HAVE RESPONSIBILITIES

In one of the lessons, we have talked about rights.

1. Name at least **5 rights** which you consider the most important for you:

- 1.
- 2.
- 3.
- 4.
- 5.

2. Where there are rights, there are responsibilities, too. You already know, that going to school is your right.

3. What are your responsibilities connected with going to school (what do you need to do to be able to learn)? **Name at least 3.**

For example: I have to wake up in the morning and go to school...



4. What are the responsibilities of your parents/guardians (what do they need to do so that you can learn)? **Name at least 3.**

5. What are the responsibilities of your teachers (what do they need to do so that you can learn)? **Name at least 3.**



THEME 2

My Rights and Respecting Other's Rights

5 Let's Go Green



Specific outcome

Can identify the advantages of having more plants in their surroundings.



Lesson objective

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

1. Planned and implemented a campaign to make their school and/or class greener.



Materials needed

1. Photos or drawings of areas that are in need of trees and plants
2. Recycled bottles and cans
3. Young plants/shoots/seeds
4. Soil
5. Digging shovel
6. Water



Methodology

Start: Class Discussion

Learn: Class Activity

Reflect: Class Discussion



Duration

60-70 minutes



Keywords

Campaign, vegetable garden





Information For The Teacher

Prior to the lesson, make sure that the students collect recycled bottles and cans, and bring them in to the class to use them in the planting process.

Prepare for this lesson by doing work beforehand. Identify possible areas in your school and on the school grounds that you can make greener. Whether by planting trees or plants, you may need advice from a gardener or agriculturist on which sapling or plant would be best for your project. Ensure you get the school's permission before you plant anything on the school grounds.

DEFINITION

The term '**campaign**' refers to a series of actions advancing a principle or tending toward a particular cause or end.



Start Class Discussion



1. Show the students the photos/drawings of areas that are in need of trees and plants. Ask them:

- What do you see?
- What do you think the children who live here are thinking or feeling?
- What can they do to make things better?
- Do we have places in our school or community that are also in need of



Learn Class Activity



1. Introduce the idea of 'going green' by potting plants or planting trees to the students. Ask them:

- What can we do to make our classroom and/or playground greener?
- Which option do you all think is more realistic for you as a class to do: Go green in the classroom or the playground/school grounds?
- Should you pot some plants or plant a tree?

2. Write their suggestions on the board, discuss the pros and cons for each point, and decide on an action plan.

3. If the students chose the classroom option, have them work in pairs or small groups, depending on how many plants/shoots/seeds you have available, to plant the young plants/shoots/seeds in the recycled bottles or cans with some soil, and water them.

4. If the students chose the playground/school grounds option, take them outside and work as a class to dig a hole, water it, plant the tree sapling, and water it again.

5. Finally, create a schedule with the students on who will water the plants/tree and when.



Reflect

Class Discussion



1. Lead the students into a discussion with the following questions:

- What did it feel like to make your environment green?
- What were the challenges you faced?
- What are your expectations from your plants/tree?

★ TIP

Let the children use finger paint if possible. Don't forget to learn a new important word - deforestation. This term refers to the cutting, clearing, and removal of rainforests or related ecosystems.

VIDEO

Watch this:

Our Forests Timelapse in Google Earth

<https://www.youtube.com/watch?v=b4eLTYUcj7k>



PARENT ENGAGEMENT ACTIVITY

Not only a school can go green – so can a family or a household.

Have families come up with some ideas about how they could live more sustainably. Tell students to discuss this question at home.

Don't forget to mention that going green can also mean becoming more self-sufficient – families can start growing their own food (even if only on their windowsill!).

If they stop buying fizzy drinks in plastic bottles, not only will they help the environment, they will also help to improve their health.



THEME 3

Savings and Spendings

6

Organizing Savings



Lesson Objective

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

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



Materials Needed

1. Story: Individual Savings Boxes
2. Story: Class Savings Box
3. Individual Savings Boxes Visual
4. Class Savings Box Visual
5. Individual Saving Visual
6. Group Saving Visual
7. Two sheets of flipchart paper
8. Markers, Play money, stickers or printed coins images
9. Savings Table Example
10. **Optional:** Specific materials required for each Additional Activity



Methodology

Start: Energizer & Saving Stories

Learn: Deciding How To Save

Reflect: Other Saving Details



Duration

60 minutes



Keywords

Saving, savings box, resources



Information For The Teacher

Setting up a **Savings Box** is a great activity for young students, and is something worth considering doing at the start of the year to get the children into the savings habit.

Another great activity to undertake as part of your Aflatoun Club is to have a group or individual **Savings Book**, depending on the savings method chosen in the Learn activity.

In addition to creating individual Savings Books, you may also choose to create one collective savings book for the whole class in order to save for Aflatoun activities or Social Enterprises. You can get the students to work as a class to fill the columns in together, and to agree on how often and how much they will save for these activities.

For **Additional Activity A: Making a Savings Box**, ensure you have enough small cardboard boxes/shoe boxes, cans or bottles so that you have one per student – you can ask each student to bring one in.

For **Additional Activity B: Making a Savings Book**, please prepare the table prior to the lesson. Take a sheet of paper, and fold it horizontally. Draw a line down the middle of the paper. Draw the Savings Table (with at least five rows for each column) shown below on both the left- and right-hand sides of the paper. Repeat on the flip side of the sheet. You can draw the table by hand or computer. Make several copies so that there is enough for one per student, ensuring that both sides of the paper have the tables on them.



Start

Energizer & Saving Stories



1. Start this activity with an energizer. Combining a logical activity with moving around the classroom might be very beneficial for children because they are able to combine different ways of learning. Adapt instructions taking into consideration the numeracy level of your students and the currency of their country.

2. Assign each child a coin (1c, 2c, 5c, 10c, 20c, 50c) using play money, stickers or printed coins images. Call out a variety of instructions for the students to follow. For example:

- All the 5c touch the door.
- All the 50c sit on a chair.
- All the coins worth more than 20c sit on the floor.
- Get yourselves into groups of 25c.
- Multiples of 10c/5c stand on one leg.

3. Afterwards, read Story 1 **"Individual Savings Boxes"** (below) to the students (see page 47).

Story 1: Individual Savings Boxes

Ana and her classmates in the Netherlands have started saving money this year. They created their own savings boxes, made of different recycled material! Each one keeps his/her savings box 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 savings boxes. They are free to save whenever they can. They have agreed to open their savings boxes together at the end of the year to celebrate their accomplishment!

4. Ask the students the following questions about the story:

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

5. Next, read Story 2 **"Class Savings Box"** (below) to the students (see page 47).

Story 2: Class Savings box

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

Each student 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/she and the treasurer sign the ledger.

6. Once again, ask the students the following questions about the story:

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

7. Finally, ask the students to describe the similarities and differences between the two stories.



Learn

Deciding How To Save



1. Ask the students to sit on the floor in a large circle, and place the Individual Saving illustration and a sheet of flipchart paper in the centre.
2. Ask the students to think about the advantages and disadvantages of saving individually. Write down their findings on the flipchart paper next to the image.
3. Next, place the **Group Saving illustration** and second sheet of flipchart paper in the centre, and ask the students to again identify the advantages and disadvantages of saving collectively. Write down their findings on the sheet of flipchart paper.
4. Place the images and corresponding flipchart sheet on either side of the classroom.
5. Inform them that they can also save. Have them look at each option carefully, and ask them to choose the saving method they would like to use. Have them stand in front of the corresponding illustration.
6. You may also encourage them to discuss which would be the best method for the classroom and agree on one of them.



Reflect

Deciding How To Save



1. To clarify how saving will happen, lead the students into further discussion on the topic, using the following questions:
 - What will you save your money in? What can you use as a savings box?
 - Where can you keep your savings box?
 - How will you register how much you are saving? Where? What information will you keep?(And, if they have agreed to save collectively):
 - Who will be responsible for receiving the savings, and registering the amounts?
 - When will you collect savings?
2. Encourage the students to discuss whether they would like to link their savings to some Aflatoun activities or Social Enterprises. Agree on how often and how much they will save for these activities, if they are willing to.

NOTE TO TEACHER

The group of students you work with might be very diverse – they might come from a very different background which might also influence their ability to save money. Take this fact into consideration and be mindful of the social differences of your students.

Help them come up with creative ways of saving money or prioritize group saving if the divide is too big and not being able to save any money individually might cause too much additional stress to your students.

You can also alternate this activity by getting the students to create a special place to keep items that are important to them. Make sure each child has a box. Tell the students they can keep the box in a safe place in school. They can put any items that they consider of value into the box for safe-keeping.

1

ADDITIONAL ACTIVITY: MAKING A SAVINGS BOX



Materials Needed

1. Small box, bottle or can for each child (each child can bring one in to the class prior to the lesson),
2. Scissors, coloured paper, glue, coloured pencils/crayons/finger paint, glitter, stickers

1. Inform the students that they are going to create a special place to keep items that are important to them. Make sure that each student has a box, can or bottle.
2. Have them decorate their container as creatively and uniquely as possible, using the art materials.
3. Emphasise to the students that they should keep their container in a safe place at home. They can put any items that they consider of value into their container for safekeeping.



2

ADDITIONAL ACTIVITY: MAKING A SAVINGS BOOK



Materials Needed

1. Paper, **Savings Table Sheet** (one copy per student)
2. Glue or stapler, coloured pencils/crayons/finger paint, markers, stickers

1. Ask the students to fold the Savings Table sheet along the middle line and add the blank paper behind it, so that their savings book will have a front and back cover.
2. Have them staple or glue the two pages together to create a savings book, and help them write their name on the front cover.
3. Allow them to decorate their front and back covers with the art materials.

Date	Deposits How much I save	Withdrawal How much I spend	Total What I have left

3

ADDITIONAL ACTIVITY: DEEDS WE SAVE



Explain to your students the difference between monetary savings and resources saving. You can use the Aflatoun Savings Books (kept in class) also for resources saving. In this case, it will have a Social Saving Record Table.

Prepare an attractive example of an Aflatoun Savings Book before the lesson. Be sure it includes a Social Savings Record table, such as this:

Date September 20, 2022

Today, I... Used both sides of the paper

By doing this, I saved... Paper / trees

Materials Needed:

1. Paper, pencils
2. Pre-prepared Aflatoun Savings Book, notebooks or pads for Aflatoun Savings Book (one per student), board

1. Divide the students into groups of four to five, and give each group a sheet of paper, pencil, and a number (e.g. Group 1, Group 2, etc).
2. Ask the groups to write their number at the top of the sheet of paper, and to list down all the things that they can save aside from money. Give them 10 minutes to make a list. (If reading and writing skills of students you are working with are not sufficient yet, you can give them an assortment of pictures they can use.)
3. Exchange the lists amongst the groups, so that different groups 'check' each other's lists.
4. Ask each group to slowly read out the list they have one by one, and have the other groups check their lists to see if any of the items being called out are also featured in their lists. If it is, then they are to cross it out from their list.
5. While they are doing this, write down each item mentioned on the board.
6. When every group has read out their list, ask the students to count how many items are left on their lists. Give the lists back to their original groups, and the group with the most unique answers gets a round of applause.
7. Lead the students into a discussion about their answers, by asking them the following questions:
 - Why is it important to save these things? (Point out some of their answers to be more specific.)
 - How does saving these things help your family?
8. Explain that saving things such as water, food, and electricity are considered as saving 'resources'. It helps conserve the finite resources such as trees, and energy. It also saves money in the long run, because most of these things come with a price and are paid for by our families.
9. Show the students your pre-prepared **Aflatoun Savings Book**.
10. Draw the Social Savings Record table on the board. Ask the students:
 - What is a Social Savings Record?
 - Why do we need a record?
11. Give each student a notebook or pad, and explain that this will be their Aflatoun Savings Book. Have them write their name on the front, and inform them that they can make it as attractive as they like.
12. Point out the Social Savings Record table on the board again, and ask the students to make several copies of it in their books.

13. Explain that every time they make an effort of saving resources, they should write it inside their Social Savings Record table. Give them some examples to help them understand.

14. Inform the students that, in one week's time, the class will count the total number of times that all the students made an effort to save resources, and that if they reach a pre-decided number, they can have a treat. Decide upon this number and what the treat will be with the students in today's lesson.

15. Ask the students the following questions:

- Can we also achieve Social Savings at home?
- What kinds of resources can we save at home?



VISUAL



This page can be printed!

Individual Savings



Group Savings





THEME 4

Planning and Budgeting

7 What to Buy and What to Save



Specific Outcome

Understand the relationship between plans and financial consequences



Lesson Objective

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

1. Define budgeting
2. Solve problems, focusing on budgeting and making financial decisions



Materials Needed

1. **Worksheet: Activity A & B**
2. Paper and pencils



Methodology

Start: Brainstorming

Learn: Group Activity

Reflect: Sharing



Duration

45 minutes



Keywords

Budgeting, saving



Information For The Teacher

Prior to the lesson, insert the prices for the items listed in the activity sheets. Use items and amounts that are realistic for your context.

Be sure you have enough copies of the activity sheets, so that each group gets one in the **Learn activity**. These can be handed out randomly to the groups.



Start Brainstorming



1. Write the word '**Budgeting**' on the board. Ask the students:
 - What does this word mean?
 - Have you ever had to budget before, or seen anyone else do it?
 - How about when you go to the shop, and want to buy lots of things but don't have enough money? Do you not decide what you want to buy and what you are willing to let go?
 - When your parents take you out to buy something, do they not question what to buy and what not to buy?
 - Do you think it is difficult to budget? Let us try...



Learn Group Activity



1. Divide the students into groups of three to four. Give each group an activity sheet, a sheet of paper, and a pencil, and have them work on it together.
2. As they are doing this, walk around the groups to see how they are getting on. If they are having difficulty solving the problems, help them out.



Reflect Sharing



1. Give each group a **Worksheet**.

PARENT ENGAGEMENT ACTIVITY

Have the students ask their parents/guardians to share their monthly home budget with them. Have them find out what items their parents/guardians buy each month, and how much they spend on each item. Ask the students to add up all the expenses to find out what the family's total expense for a month is.



WORKSHEET

ACTIVITY A



This page can be printed!

It is the beginning of a school year, and you need to buy stationery and materials for school. Your parents agree to give you for your school materials. They ask you to make a budget that will help you decide what to buy, and how much to buy. You can only spend up to the amount they have given you. You cannot spend more, but you can spend less.

Make a list of the items you will need for school, and how many of each you will need. What is the cost of each item? How much money will you need in total for each item? What is the total amount of money you will be spending? How much money is available to you? If you don't have enough money, what items will you choose not to buy?

The cost of each item is given below:

You can make your budget using this format:

Item	Cost per item	Item	Cost per item
Pencil		Note book	
Pen		Glue	
Eraser		Scissors	
Sharpener		Simple School Bag	
Ruler		Fancy School Bag	
Box of 12 Color Pencils		Simple Pencil Box	
Box of 36 Color Pencils		Fancy Pencil Box	





Item	Cost per item	No. of items	Total cost





WORKSHEET

ACTIVITY B



This page can be printed!

Below is a list of food and prices. Use the list to answer the questions below.

Quantity of grocery items	Price
Chicken	75/kg
Tomatoes	3/kg
Bananas	2/kg
Milk	2.5/L
Bread	3/loaf
Orange	6/kg
Grapes	4/kg
Eggs	2/dozen





Calculate the total amount of the shopping list below.

The first one is done for you.

Quantity of grocery items	Price	Total Price	Running Total
2kg of tomatoes	2/kg	6	6
2kg of oranges	6/kg		
1kg of chicken	75/kg		
3 dozen eggs	2/dozen		
2kg of grapes	4/kg		
2L of milk	2.5/L		
3 loaves of bread	3/loaf		
4kg of bananas	2/kg		

Now, answer the following questions based on the table.

1. What was the total amount spent on the shopping?

TOTAL AMOUNT:

2. How much money will be left over, or how much more money is needed?

3. Does _____ have enough money?



THEME 5

Social and Financial Enterprise

8 Shopping Day!



Specific Outcome

Can determine the next step in planning and action, as well as ability to associate purchases and sale.



Lesson Objective

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

1. Enact the exchange of goods that take place in the market.
2. Develop an understanding about the selling practice of food vendors.
3. Make decisions and plan actions required to set up a pretend market place in the school.
4. Use money that they have made to purchase goods.



Materials Needed

1. Desks
2. Sheets of newspaper
3. Pretend food (i.e. pictures/magazine cut-outs, drawings of different food items, items created from newspaper, or items donated by households.)
4. Cardboard boxes (to be used as cash boxes)
5. Cut-out pieces of card (to display prices)
6. Pens



Methodology

Start: Class Discussion

Learn: Role Play

Reflect: Class Discussion



Duration

60 minutes - 90 minutes



Keywords

Market Place



Information For The Teacher

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

Decide whether you want to have one shop (i.e. a general store), or different shops (i.e. butcher, baker, greengrocer), and set up/organise materials needed accordingly. Bear in mind, however, that if you have a large class, it is advisable to have several shops.

If you had this same lesson last year (in Book 1), try to make this experience different by either selling different products or pretending that, instead of a market, it is a grocery store or a shopping mall.



Start

Class Discussion



1. Inform the students that, today, they will set up their market/shop.
2. Divide the students into groups. Ask for volunteers from each group to be the vendors, and explain that each student will have the opportunity to be a buyer.

Ask the students:

- Who wants to be a buyer first?
- Who will be the shopkeeper(s)? (Give those volunteers a role – i.e. butcher, baker, grocer, etc if you have decided on having a market as opposed to one shop, and work out who will go first.)

3. Allocate the order the students will go in, and inform the others that they will watch whilst waiting their turn.



Learn

Role Play



1. Join two tables together (or more if you are having several shops).
2. Cover the tables with sheets of newspaper.
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 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(s) one by one, choose an item or two, and buy those items from the seller(s). Ask them:
 - Do you have the correct money?
 - What money will you give the shopkeeper?
9. Ask the observers to help the shopkeeper(s) give the right change.
10. Make sure all the students have the opportunity to take part, by either being a buyer or seller.



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?
 - Who 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.





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).

GUIDELINES FOR GUEST SPEAKER

1. Try to also invite people living with disability who are working. They can also be parents, gardener, sweeper, vegetable vendor, salesperson, manager etc.
2. Finalize and invite the guest speaker at least a week before. Give a courtesy reminder to the speaker a day before the event.
3. Inform the speaker about date, time, venue and audience.
4. You can also give a brief to them about what is expected from them on the Aflatoun Day.
5. You may also share if any dress code is needed (optional)
6. You can invite different people and repeat this session several times, or you can extend the session timing



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
4. **Worksheet: Choose An Occupation**



Methodology

Start: Introducing Aflatoun Day

Learn: Brainstorming

Reflect: Action Plan



Duration

60 minutes- 120 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 With 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 them and talk about their career.
4. Ask the speaker to encourage the students to ask questions to them. If students hesitate, the speaker should let them be. If parents, school staff and principal is present, the speaker can also involve them.
5. Thank the speaker and let the students give them token of appreciation.



Learn Brainstorming



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 your Journey as a Teacher Action Plan



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.

Congratulations! We completed the workshop!



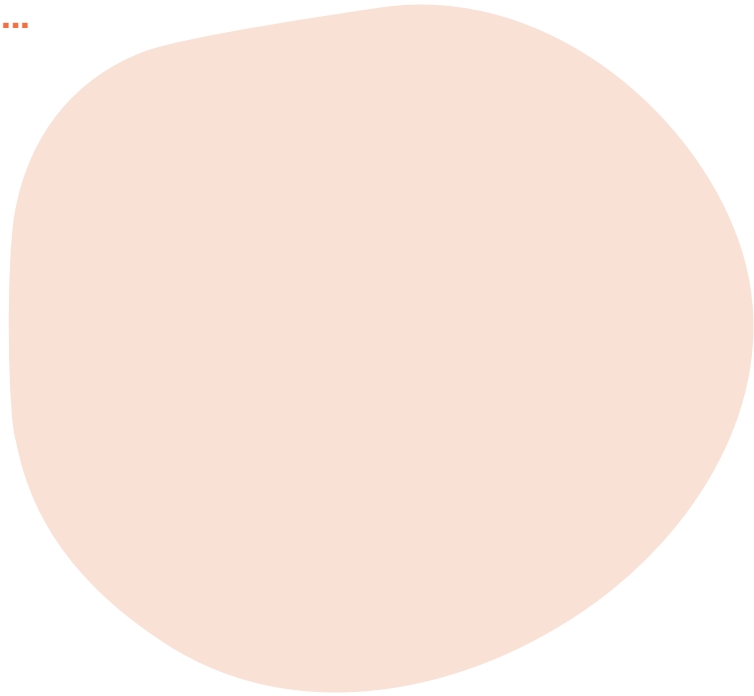
This page can be printed!

WORKSHEET

CHOOSE AN OCCUPATION

There are so many interesting and valuable jobs for us to do as we get older. Think about what you would like to do when you're older and decorate your silhouette.

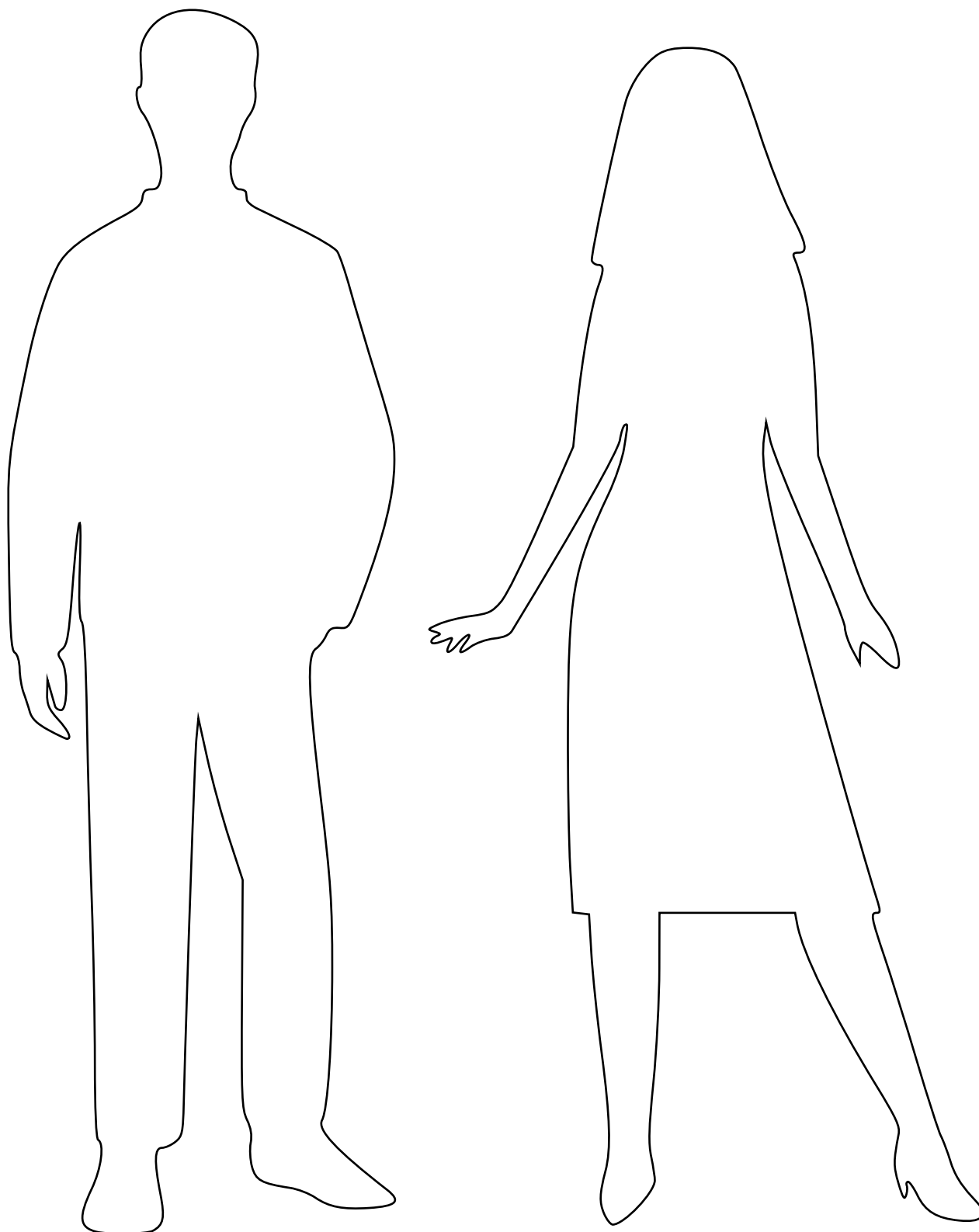
When I grow up, I want to be.....



Write at least **5 responsibilities** this job would have.



Can you **illustrate a silhouette** to look like a person working in your dream job?





CONGRATULATIONS 2



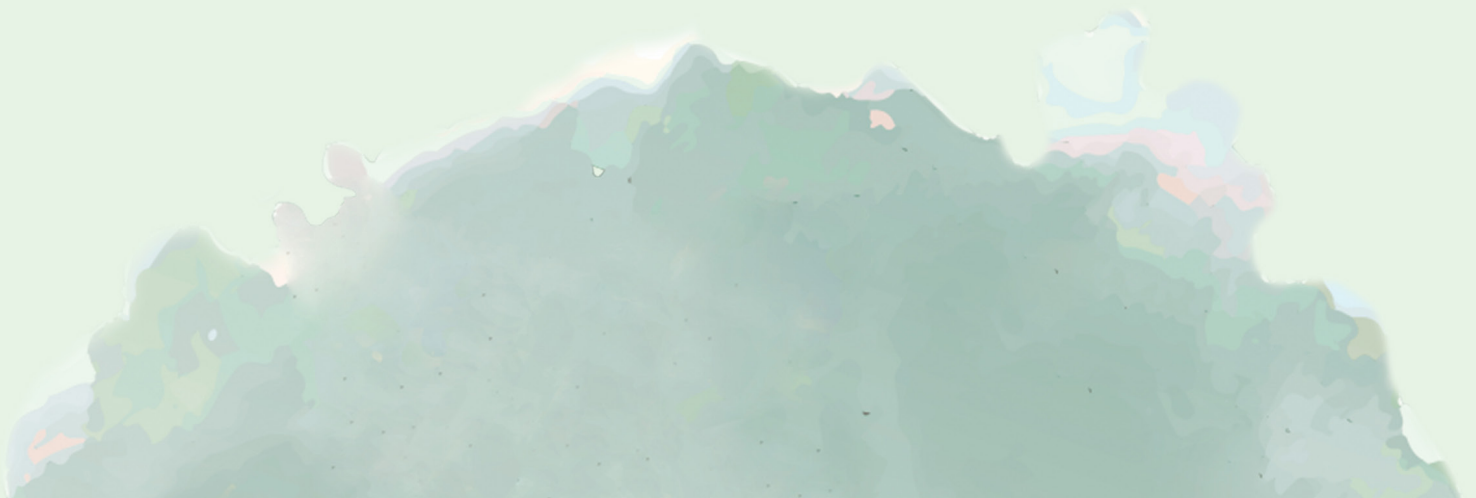
This is to certify that

has successfully completed
Year Two of the Aflatoun Programme

Teacher's Signature:



BONUS SESSIONS





THEME 1

Personal Understanding and Self Awareness

1

Our Goal



Specific outcome

Can identify a personal goal or interest of a friend, peer or family member



Lesson objective

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

1. Define a goal
2. Identify their personal goal
3. Use a Venn Diagram to define similarities between their goal and a the goal of their family and/or friends
4. Explain that we are all unique, that differences make us interesting, and that we are more alike than we are different



Materials Needed

1. **Worksheet: Venn Diagram** (one per pair)
2. Paper
3. Pencil



Methodology

Start: Image Theatre

Learn: Pair Activity

Reflect: Sharing



Duration

50 minutes



Keywords

Goal



Information For The Teacher

Prior to this lesson, be sure you are familiar with Venn Diagrams and Image Theatre.

A **Venn Diagram** is used to compare ideas/items, and show an overlap between them. It comprises two or more large, partially overlapping circles, with enough space in each section to write several words in. Each circle is labelled with an idea/item. Features that are unique to each idea/item should be written within their relevant sections, whilst features that are common between the items/ideas should be written in the intersection(s) of the circles.



Start Image Theatre



1. Explain to the students that they are going to play the Image Theatre game.
2. Have them form a circle, and ask them to face outwards.
3. Inform them that you will shout out the name of a job (e.g. police, librarian, street cleaner, teacher, fruit vendor), and that they will need to jump round to face the inside of the circle, and strike a pose of the first action that comes to mind that represents that job (for example, for librarian - reading a book). This can be done more than once if time allows.
4. Next, have them think about the job/profession that they would like to do in the future, and how they will depict that. You can ask them the following questions to help guide them:
 - What tools would you use?
 - What action will clearly show what you would do in this job?
5. Give them some time to get familiar with this way of depicting jobs/professions, and then divide the students into groups of four or five.
6. Place a set of charade cards in front of them. Each group will take a turn to pick a card and silently depict this profession (or behavior) on the card using the Image Theatre technique. Remind the students posing that they must not make any sound or move.
7. Point to one student at a time from the group, and ask the rest of the class to guess what profession they are depicting.
8. Repeat this process with all the students, or just a few, depending on time.



Learn Pair Activity



1. Start by explaining to the students what a Venn Diagram is (using the description in the **Information For The Teacher section** above), and how it is used to compare two ideas. Draw one on the board so that they can see an example.
2. Have the students pair up with a friend (make sure each student is paired, if not create a group of three). Give each pair a Venn Diagram activity sheet, a piece of paper and a pencil.
3. Inform them that they are to interview each other about their goals, and that they will create their own **Venn Diagram**. First, have them ask each other the following questions, and ask them to list their answers on their plain sheet of paper:
 - What do you like to do in your free time? What are your hobbies?
 - What are your strengths (what are the things/activities you are good at)?
 - What is your goal or dream job?
 - Why do you like this goal/job?
4. When they are done, have them write their names above the circles, so that each student has a circle of their own. Next, have them compare their answers by looking at them together, and to write any points they made that are unique to them in their own circle, and any common points in the overlapping section.

★ TIP

Venn Diagrams might be a difficult concept for children to grasp. Try using hula hoops to visualize the questions and answers. Students can write answers about themselves on separate pieces of paper and place them into "their hula hoop". Have them work in pairs; trying to find where their hula hoops overlap, which statements are true only for them, and which are true for both of them will make this activity more fun and interactive.





Reflect Sharing



1. Have the students share their Venn Diagrams with the rest of the class.
2. Ask them:
 - What did this exercise teach you about your goal/dream job?
 - What are the common things that you found between your goal/dream job and that of your friend?
3. List the common characteristics to show the students that, although the goals maybe different, there are some common attributes.

ACTIVITY: VENN DIAGRAM

1. Enrich this activity and use this opportunity to show children that even though we might be a little different (or maybe have something called a disability), we still have many common traits, hobbies, dreams, goals – and even problems!
2. Use these notes and questions in your further discussions with students.

Each of us is unique and special!

Each of us is unique and special. Differences make us interesting, and that we're more alike than we are different. Some of us are different in build - tall, short, big, small, etc. Some of us are good at some things, whilst some of us are good in other things. Each of us has different abilities to do different things.



What is a disability?

When most people think of the word 'disability', they immediately picture someone in a wheelchair. But there are many different types of disability.

People with a disability may include:

- People who are blind or partially sighted
- People with learning or intellectual disabilities
- People who are deaf or have impaired hearing
- People with a physical disability
- People with long-term illnesses
- People with mental health or psychological difficulties
- People with an acquired brain injury



3. Discuss the following questions with your students:

- Are any of you the same height?
- Do all of you dislike the same chore?
- How many of you had the exact same answers?
- Are you all different?
- How can we find out how we are alike?
- Do you all have fingerprints?
- You may not all like vegetables, but do you all like food?
- You may not love or fear the same things, but do you all love and fear something?
- What if all people were identical? Think of funny problems we would have.

4. For instance, if we were all the same age, who would be the teacher and who would be the students?

- Are people with disabilities different from you?
- Are they like you?
- Can you think of three ways that they are like you?

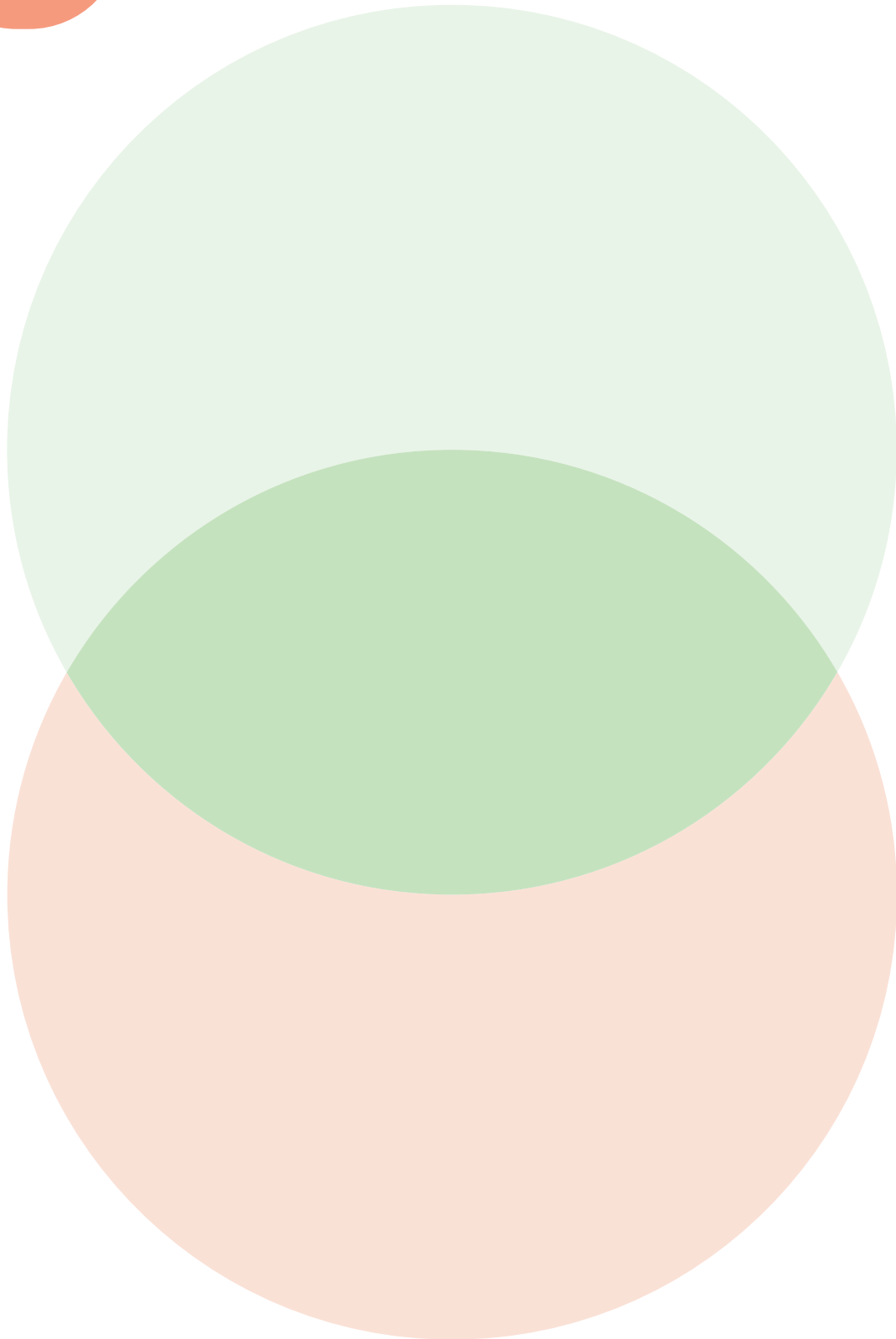


WORKSHEET

VENN DIAGRAM



This page can be printed!





THEME 2

My Rights and Understanding Other's Rights

2

Hand Washing



Specific outcome

Can distinguish between safe and unsafe situations, and recognise corresponding feelings.



Lesson objective

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

1. Be able to define the importance of washing hands.
2. Have conducted a Germ Search in the classroom.
3. Have put signs regarding hand washing around the school.
4. Sign a hand washing pledge.



Materials Needed

1. Story: Health in Your Hands
2. Hand Washing Instructions & Information Sheet
3. Paper and pencils
4. Hand Washing Pledge
5. Bowl*
6. Jug of water*
7. Soap*
8. Clean cloth or paper towels*
9. **Worksheet: Color Me In**



Methodology

Start: Story & Demonstration

Learn: Individual Activity & Pair/Group Art Activity

Reflect: Sharing & Pledge



Duration

45 minutes



Keywords

Germs, hand washing



Information For The Teacher

The four items with an asterisk (*) next to them listed in the Materials Needed section above are only needed if you do not have easy/convenient access to a sink for the class to visit.



Start

Story & Demonstration



1. Read the story, Health in Your Hands, to the students.
2. Take the students to the facilities with a sink (or use the bowl, jug of water, soap and clean cloth/paper towels).
3. Demonstrate to the students how hands are washed, using the instructions given on the Hand Washing Instructions & Information sheet.
4. As you do so, ask them:
 - Why do we need to wash our hands?
 - What are germs?



Learn

Individual Activity & Pair/Group Activity



1. Explain to the students that germs are everywhere. Have them look around the classroom, and ask them:
 - Where could germs be here?
2. Give each student a sheet of paper and pencil, and ask them to draw a map of the classroom and to identify areas that are most affected by germs. Ask them:
 - Do we have a clean classroom?
 - What can we do to make our classroom cleaner?
 - When do we need to wash our hands?
 - Shall we put up a sign on how to wash our hands by the sink?
 - Can we put up signs on how to wash our hands anywhere else in the school?

3. Have the students make some hand washing signs (in groups or pairs), and put them up around the school where needed.



Reflect Sharing & Pledge



1. Ask the students:

- Do you know what a pledge is?

2. Discuss what a pledge is, and inform the students that you will all make a pledge, as a class, about washing your hands. Point out that when people make a pledge, they sign it as a way to ensure they mean to do what they say.

3. Show the students the pledge, and have them work as a class to colour it in. When this is done, have everyone sign it, and explain that, by signing it, the students have agreed to follow the rules of hand washing, both at school and at home.

4. Ask the students to discuss what they have learnt today with their family, and to teach their family, friends and neighbours about the importance of proper hand washing. They can do this by:

- Relating the Health in Your Hands story.
- Colouring in and signing a pledge with their family at home.

5. Putting up their own hand washing signs near the sink in their house.



Hand Washing

Instructions & Information



How to wash hands

1. Wet hands with warm water.
2. Use soap.
3. Lather for at least 20 seconds.
4. Rub palms together, scrub the back of hands, wrists and thumbs, between the fingers and under the fingernails (keep fingernails short).
5. Rinse well with water to remove all lather.
6. Dry hands well using a clean towel or piece of cloth.
7. If paper towels are available, turn the tap off using a paper towel, instead of your clean hands.



The mechanical action of hand washing

Rubbing your hands together with soap and water – breaks down the tiny bits of grease, fat and dirt on your hands that bad germs cling to.

Soap doesn't actually kill the bad germs.



Instead, it's the combination of soap, rubbing, rinsing, and drying that help these germs slide off hands.



General Information

- Germs can be everywhere.
- Germs are so small, you cannot see them.
- Germs get on your hands from things that you touch.
- Germs can get inside you through your mouth, nose and eyes.
- Some germs can make you sick.
- You can get rid of most germs by washing your hands.
- Washing your hands will keep you from getting sick.

Information on how to wash your hands

(for the signs around school and home)

- Wet hands with warm water.
- Use soap.
- Lather for at least **20 seconds**.
- Remember to rub palms together, scrub the back of hands, between the fingers and under the fingernails.
- Rinse well with water to remove all lather.
- Dry hands well using a paper towel.
- **Turn the tap off** with a paper towel if possible – not with your bare hands.

When to wash your hands



Before eating, drinking or touching food.

After using the toilet.

After playing outside, with toys, or with animals.

After visiting someone who is sick.

If your hands look or feel dirty.

HEALTH IN YOUR HANDS

Meena is a little girl who lives in a village with her parents, her grandmother, her brother Raju and her baby sister Rani. Mithu the parrot is her best friend.

Hi, I am Meena! Will you do something for me? Look at your hands. Are they clean? Tell me after you read this story.

Our teacher was taking a lesson on illnesses like diarrhea, dysentery and worms. They are really bad illnesses and many children fall ill with them.

Did you know that germs cause most of these illnesses? They get on our hands and under our finger nails in the latrine or from playing in mud and dirt or from animals.

When we put these dirty fingers in our mouth or eat without washing our hands, then the germs get inside our bodies.

Our teacher explained that it's quite easy to prevent these illnesses if we are careful in keeping ourselves and especially our hands clean. This is important because germs are very small and cannot be easily seen.

Then the teacher took us outside and showed us the correct way to wash our hands. It was fun...and we were learning at the same time!

That afternoon Raju and I saw Dipu, Raju's friend. He had just come out of the latrine and had not washed his hands! We told him what we had learnt in school, and made him wash his hands well.

We soon discovered that a lot of our friends did not know how important it is to keep hands clean. So we passed on the message of cleanliness.

Remember, wash your hands!

Now tell me, are you sure that your hands are clean? Remember washing hands prevents illnesses!



★ **TIP**

Make the hand washing activity demonstrative and engaging! Use gloves, colour – and have fun! Use this video for more inspiration.

 **VIDEO**

Watch this:

Hand Washing

<https://www.youtube.com/watch?v=-Cy5g8w2rjw&t=2s>



ADDITIONAL ACTIVITY

Have students fill in this pledge individually and place a pledge of each student on a wall. You can also adapt this pledge and create a common one for the whole class – students can sign the document and it can be placed on the classroom wall.

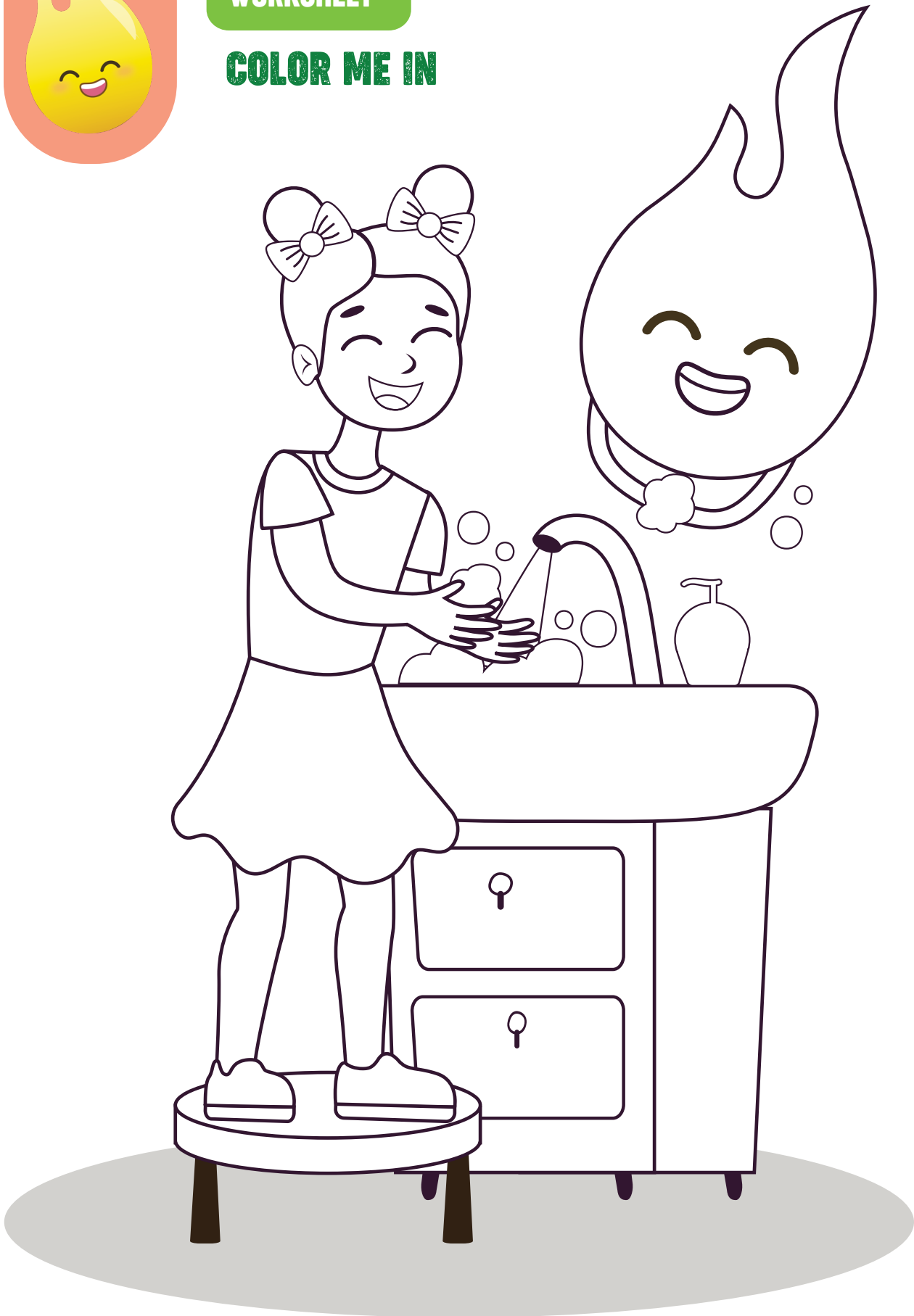
You can use it as a reminder of their “promise” before children go for lunch breaks and come back to class.



This page can be printed!

WORKSHEET

COLOR ME IN





THEME 3

Savings and Spendings

3

Managing Our Money



Specific outcome

Understand why and how we make our spending choices



Lesson objective

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

1. Use numeracy skills in a practical way.
2. Engage more confidently in market activities.
3. Make wise spending choices.



Materials Needed

1. **Worksheet: Choose What You Need**



Methodology

Start: Reading A Story

Learn: Class Discussion

Reflect: Compiling Answers



Duration

40 minutes



Keywords

Shopping list, choice





Start

Reading A Story



1. Read out the following to the students:

"Aflatoun is delighted! By saving money in his piggy bank for the last few months he has managed to save 5 Euro! He's excited about what he's going to buy. He's been planning to make Aflatoun paper puppets for some time so he has decided to go shopping for all the things he needs to make the puppets.

2. Ask the students and wait for their answers: What do you think may be on his list?

- Paper/card
- Scissors
- Pencil
- Ruler
- Glue
- One straw/ice lolly stick
- Crayons / colouring pencils

3. Continue reading:

"Oh", thinks Aflatoun, "that's an awful lot of stuff I need to buy with my 5 Euro. I wonder if I'll have enough. What should I do?"

4. Ask the students what they think Aflatoun should do to prepare for the shops.

"I'm going to make a list of everything I need and see how much each item costs. That way I can see if I have saved enough money."

- Paper/card – 50c
- Scissors – 1 Euro
- Pencil – 20c
- Ruler – 50c
- Glue – 1,30 Euro
- One straw/ice lolly stick – free (I collected them at home)
- Crayons / colouring pencils – 1,80 Euro

"I must add this all together. Can you help me?"

5. Ask the pupils to add the amounts together.

"Oh no! That comes to 6,80 Euro. But I only have 5 Euro. I will have to make a choice. What do you think I should do?"

6. Ask the students.

"I know. I must choose between the colouring pencils and the crayons. I don't need them both. Which one should I choose?"

7. Ask the students

"Good idea, I'll choose the crayons. That way I can buy everything I need for my paper puppets."



Learn

Class Discussion



1. Ask the students the following prompt questions:

- What was Aflatoun using money for? Do you think this is a need or a want?
- We often have to make choices when we don't have enough money.
- Why did Aflatoun make his choice? Do you think it was good choice?
- What else could he have done if he didn't have enough money?
- What do you use money for?



Reflect

Compiling Answers



1. Help the students answer the following question. Reflect on the prompt questions and compile all the most important answers on the board.

- What steps did Aflatoun take before he went to the shops?





This page can be printed!

WORKSHEET

CHOOSE WHAT YOU NEED

Imagine that it is the beginning of a new school year, and you are about to buy some school supplies with your parents.

You can spend €100, for the whole purchase.

Below, there is a list of possible things to buy. Check which are needs and which are wants. **When you have done that, put a circle around the things that you would buy with your money.**

School Supplies	Price	Need	Want
Notebook	3		
Pencil Case	6		
Pencils – 10 pieces	5		
A nice book to read	9		
Crayons - 12 pieces	9		
School Bag	35		
Watch	50		
Eraser	1		
Sharpener	1,50		
Lunch Box	7		
Water Jug	5		
Pen	5		
Glitters	4		
New set of clothes	25		
A new toy	10		



Calculate, how much money you would have spent and how much you have left.

TOTAL AMOUNT SPENT:

REMAINING AMOUNT:

Is there anything else you would buy at the beginning of the school year? Is it a need or a want? If it is a want, explain why would you buy this particular thing.



**Co-funded by
the European Union**

Aflatoun International

<https://www.aflatoun.org/>
info@aflatoun.org

**Nadácia otvorenej spoločnosti,
Bratislava/Open Society Foundation/NOS – OSF**

<https://osf.sk/>
osf@osf.sk

Škola dokorán – Wide Open School n. o.

<http://www.skoladokoran.sk/>
info@skoladokoran.sk

Pomoć deci

<https://www.pomocdeci.org/>
info@pomocdeci.org

