



3



THE AFLATOUN SERIES



I KNOW MY RIGHTS



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THE AFLATOUN SERIES



Acknowledgement

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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 manual 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.



Engagement with Parents:

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, its motto and purpose & sing the Aflatoun song.
2. Get excited about learning with Aflatoun.



Materials Needed

1. Aflatoun Poster
2. Aflatoun's Motto Images
3. Aflatoun Song
4. Paper (one sheet per student)
5. Pencils
6. Coloured pencils/crayons
7. KWL Chart
8. Board



Methodology

Start: Aflatoun's Image, Story & KWL Chart

Learn: Aflatoun's Motto & Song

Reflect: Letter to Aflatoun



Duration

45 minutes



Keywords

Motto, learn, Aflatoun



Information For The Teacher

You may adapt this lesson depending on whether or not the students are already familiar with Aflatoun.

The actions of the motto may be changed if not culturally relevant. However, do consider these actions are used by Aflatoun children in different countries, which allows for a sense of belonging.

Prior to the lesson, put the **Aflatoun poster** up on the wall at the front of the classroom where the students will be able to see it easily. Your students already know a lot about Aflatoun, draw the **KWL Chart** (below) on the board so that you can refer to it in the **Start activity**.

The story can also be used later by the students to explore what they do and don't like, and to explore the things they like about themselves.

Use this opportunity to teach your students yet another new word.

A motto is a short sentence or phrase that expresses a belief of purpose. Some organisations have a motto that sums up what they stand for. The **motto** of the Scouts, for example, is 'Be Prepared!' Companies often use mottos in their advertising. The mobile phone company Nokia's motto is, 'Connecting People'.



Start

Aflatoun's Image, Story and KWL Chart



1. Show the students the Aflatoun poster, and ask them 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. Read out **Aflatoun's Story** to the students.

“ *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 children.*

I don't like it when children are sad, if they are not treated well, when they can't go to school or when they are sick. I want every child to be happy!

Things I like about myself include the fact that I shine brightly, that I'm warm, that I care about children, and that I am an explorer! 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. ”

3. Next, show the students the **KWL Chart** (below) on the board.

| KNOW What do we know about Aflatoun | WANT What do we want to know about Aflatoun | LEARN What did we learn about Aflatoun |
|---|---|--|
| | | |
| | | |

4. Ask the students to think back to the story you have just read them, ask them the following questions, and write their answers in the relevant columns:

- What do you already know about Aflatoun?
- What do you want to learn about Aflatoun? (These should be things they don't yet know, but are curious about)
- If they are shy to speak because they are afraid their answer won't be good enough, encourage them to share their thoughts. Be ready to provide additional questions to get a sufficiently concise and comprehensive answer.

5. Explain to the students that you will ask them questions regarding the third column – **"Learn"** – at the end of the lesson.

NOTE TO TEACHER

Emphasize to your students that the Aflatoun programme is inclusive and all children and young people regardless of their sex, gender orientation, ethnic or social origin, language, religion, nationality, economic condition or ability are welcome to take part in its activities.

The aim of the programme is to provide teaching methods and activities which cater to the needs of all children and young people; it also aims to sensitize all people taking part in the programme to needs of differently abled people, people from various backgrounds, vulnerable, marginalized and excluded people in order to promote equal chances.



Learn Aflatoun's Motto & Song



1. Ask the children if they know what a motto is. You can use the explanation in the **Information For Teacher box (see page 12)** to help explain what a motto is to the students if you wish. Try to use mottos currently used in your country in advertising of companies. Children are more likely to understand what you mean by a motto, if you offer them an example they are familiar with.
2. 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? Have you ever explored anything or any place? When and where?
 - **Think:** What is Aflatoun doing in this image? What does 'Think' mean? What do you like thinking about? What do you not like thinking about?
 - **Investigate:** What is Aflatoun doing in this image? What does 'Investigate' mean? Have you ever investigated anything? What would you like to investigate?
 - **Act:** What is Aflatoun doing in this image? What does 'Act' mean? What are your favourite actions?
5. Show the students the actions that go with the Aflatoun motto (below). Repeat each one together a few times:
 - **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!'**
6. Inform or remind the students of the **Aflatoun song** (to the tune of Jingle Bells). Distribute the handouts with the lyrics and sing it all together.



Reflect

Letter To Aflatoun



1. Show the students the **KWL Chart** on the board again, and ask them what they have learnt about Aflatoun in today's lesson. Write their answers down in the third column.
2. After class students can work together to write a collective letter to Aflatoun about themselves, sharing information such as where they are from, what they like to do, and so on. Inform them that it can also include some questions for Aflatoun.



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.



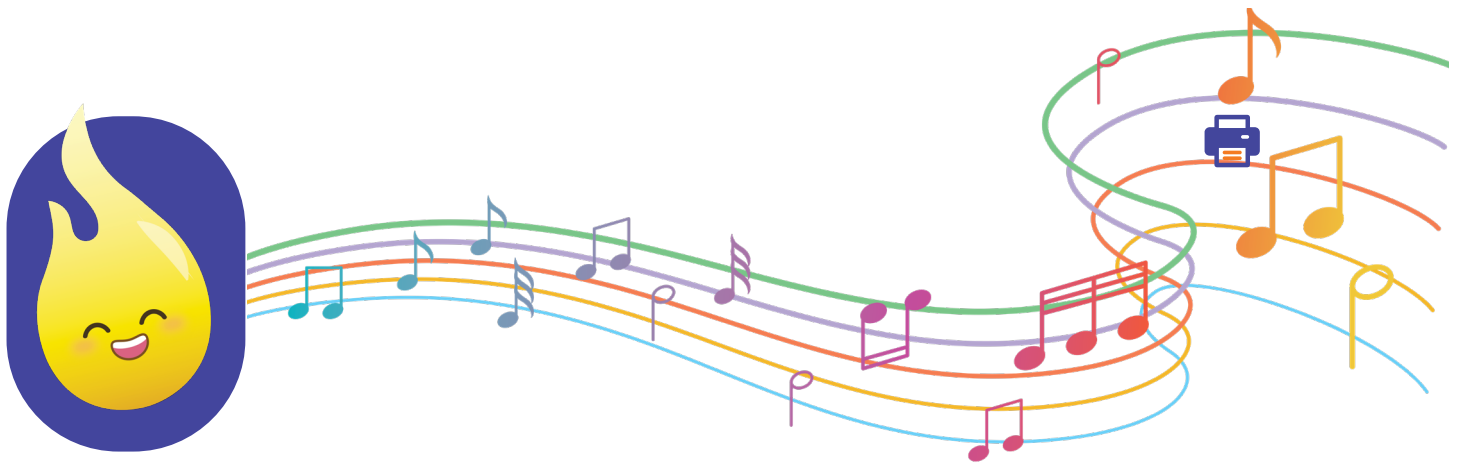
INVESTIGATE

Look around as with a magnifying glass.

ACT

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





AFLATOUN SONG

Chorus

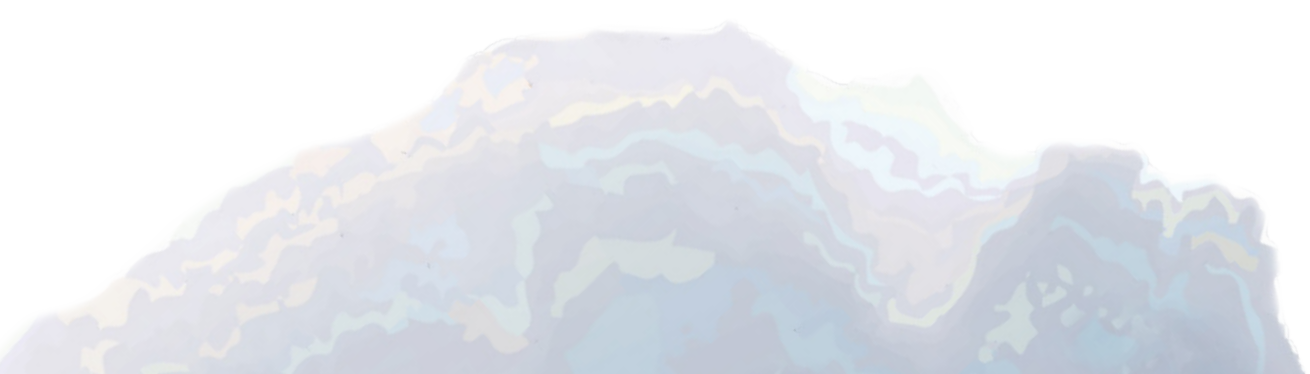
Aflatoun, Aflatoun, Shining all the way,
Oh, what fun it is to be Aflatoun all day, hey!
Aflatoun, Aflatoun, Shining all the way,
Oh, what fun it is to be Aflatoun all day.

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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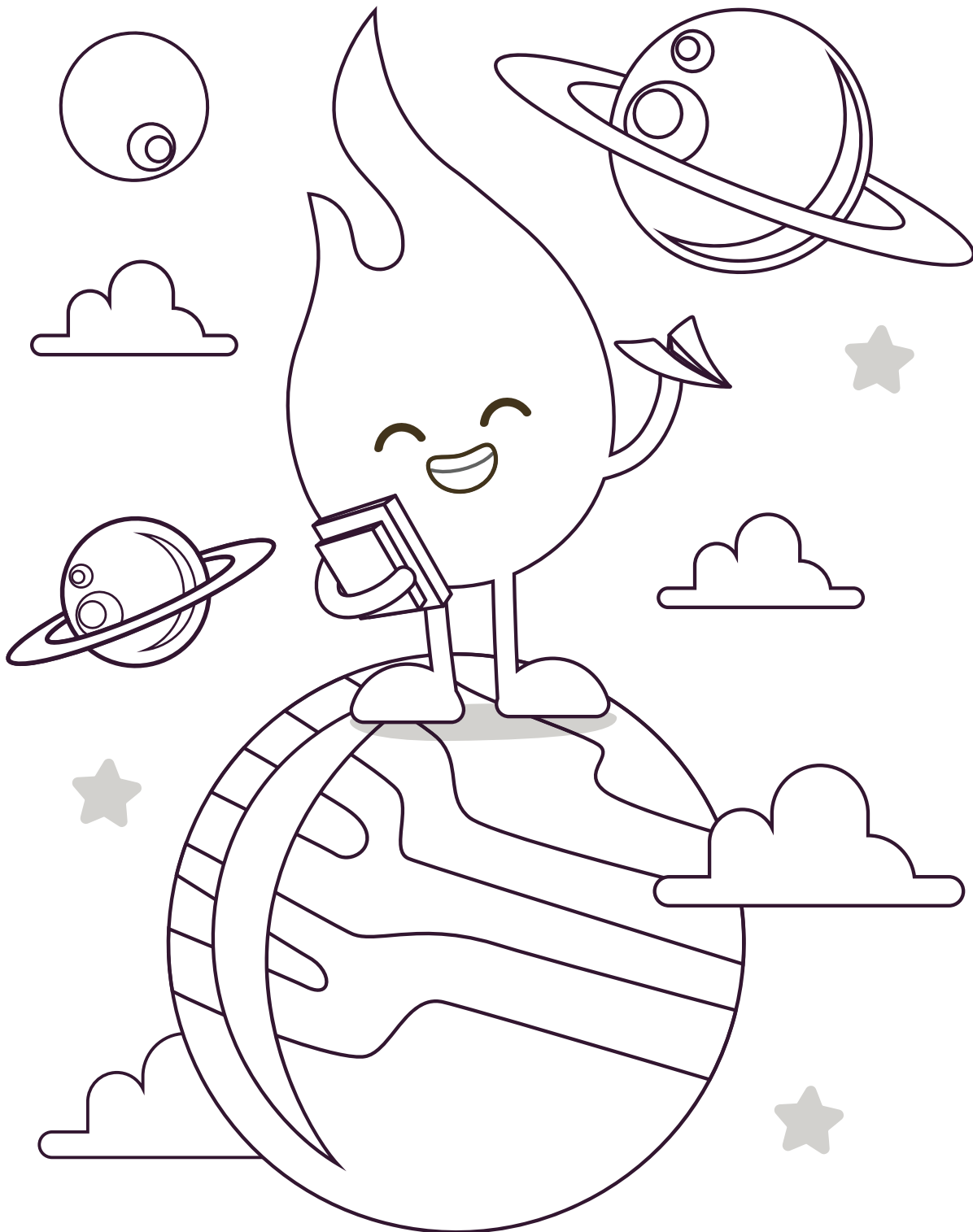


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WORKSHEET

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 My Feelings Chart



Specific Outcome

Manage emotions so as to respond effectively to different situations.



Lesson Objective

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

1. Express important emotions using descriptive words and illustrations.



Materials Needed

1. Photographs cut-outs Depicting Emotions & Situations
2. Emotions Chart
3. Dealing With Feelings Diagram
4. Pictures of people showing different emotions, cut out from old newspapers and magazines
5. Paper
6. Glue or sticky tape
7. Pencils
8. Coloured pencils (if old magazines/newspaper visuals are unavailable)



Methodology

Start: Game

Learn: Class Discussion

Reflect: Individual Art Activity



Duration

60 minutes



Keywords

Emotions



Information For The Teacher

The game in the **Start activity**, called '**Emotional Volume**', encourages children to express their emotions. Be sure that you allow everyone to find their own way to express the particular emotion they are enacting, and that they understand there is no right or wrong way to do so.

Prior to the lesson, cut out and collect several pictures of people showing different emotions from old newspapers and magazines for the **Reflect activity**. Make sure you have enough different visuals available for all the students. If you are unable to collect these pictures or if the other materials necessary for this activity are unavailable, you may have the students draw their **Emotions Charts** on a sheet of paper, using pencils/ coloured pencils, instead.



Start Game



1. Have the students form a circle or spread out around the classroom so that they have their own space.
2. Inform them that they will be playing a game that focuses on their emotions. Ask them to imagine that you have a volume knob that can control and increase the strength of their emotions from zero to ten.
3. Explain that, when the volume knob is '**positioned**' at zero, there is no emotion; at one, there is very slight emotion; and so on until 10, where there is intense emotion.
4. Start the exercise with laughter. Inform the students that you have the knob positioned at level one, which is just a very small smile.
5. Explain that as you '**turn the knob**' up to level two, the students should respond with a wider smile and maybe the softest laugh.
6. Continue to turn the imaginary knob to higher levels, informing the students of each level you reach, and have them act out stronger laughs. By the time you reach level 10, they should be howling with laughter.
7. Once you have covered laughter, you can try happiness, sadness, anger, or any other emotion.
8. After a few rounds, ask the students:
 - What are feelings and emotions?
9. Explain to them that we all have feelings, that they are part of everyone, and that we feel different things all day long as different things happen to us. Give the following examples:
 - Sometimes we feel **sad** - e.g. when someone we love goes away.
 - Sometimes we feel **happy** - e.g. when we are having fun playing.
 - Sometimes we feel **scared, angry, guilty, lonely** or any of a huge range of human emotions.

10. Be sure to highlight how important it is not to be ashamed of having feelings, because everyone has them - good and bad. What counts is what we do about our feelings - we can all learn to show our feelings in ways that are helpful to us and to others, and not in ways that are hurtful.



Learn Class Discussion



1. Have the students sit in a large circle. If your class has large numbers, make two circles.
2. Pass the **Photographs Depicting Emotions & Situations Handouts** around the circle(s). Ask the students to look at the pictures, and to describe what they think is happening in them. You can help them by using the following questions if you wish:
 - What are the people feeling?
 - What are the different emotions they are showing?
3. Next, show the students the **Emotions Chart**, and ask them:
 - Which words describe negative feelings (feeling bad)?
 - Which words describe positive feelings (feeling good)?
 - Which sort of feelings do you like best - positive or negative?
4. Explain to the students that if someone feels positive and is a friendly and happy person, then he/she spreads good feelings. If, however, a person feels really negative, sad, angry, and wants to hurt people, then that person will feel bad inside and may say or do something that could hurt/upset others.
5. Ask the students:
 - What do you do when you have a feeling that bothers you (such as anger or frustration)?
 - Show them the **Dealing With Feelings diagram**, and ask them to imagine they are angry that someone has said something mean to them. Go through the steps in the diagram together, and try to practice dealing with anger.





Reflect

Individual Art Activity



1. Inform the students that they will create their own **Emotions Chart**, illustrating the most common feelings/emotions they have.
2. Place the pictures of people depicting different emotions that you have collected from old newspapers and magazines on a table.
3. Ask the students to come to the table, and to take visuals that express the feelings/emotions they commonly feel and that they want to illustrate. Have them also take a sheet of paper, a pencil and some glue/sticky tape.
4. When they are ready, have the students share their Emotions Charts with the rest of the class.

NOTE TO TEACHER

Emphasize that all of us are different and at the same time equal. We also sometimes have similar or different feeling that we express in different ways. Explain to the students that there are many ways in which they can express their feelings, but they should never hurt or harm the feelings of other people around them.



HANDOUT



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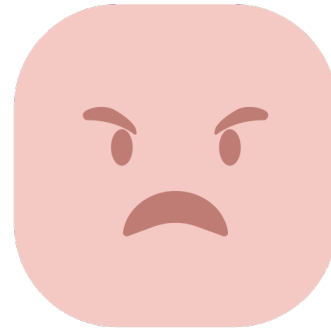
EMOTIONS CHART



happy



sad



angry



scared



cheeky



shy



sleepy



surprised



upset

HOW DO YOU DEAL WITH YOUR EMOTIONS?



Accept your feelings



Relax! Take a time out before you act



Think of ways to help yourself



Act on it!



VISUAL



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CARING ABOUT OTHERS

Do you remember when you learned about feelings? Now you're probably able to identify other people's feelings more easily.

Sometimes we can take action to help make people feel better if they are sad, or try to make them even happier, if they are already happy.

Think of ways you might act like in these situations:

1. I just got home from school and mum is looking really tired and a little bit sad.
I think I will:

2. I just got home from school and mum is looking really tired and a little bit sad.
I think I will:

3. My friend tells me that she felt/feels scared. I think I will:



A large, empty, light orange rounded rectangular box intended for writing a response to question 3.

4. My mum and dad were angry with each other last night. I decided to:

A large, empty, light orange rounded rectangular box intended for writing a response to question 4.

5. I just got home from school and mum is looking really tired and a little bit sad. I think I will:

A large, empty, light orange rounded rectangular box intended for writing a response to question 5.



THEME 1

Personal Understanding & Self Awareness

3 Daniel takes Action to Correct his Mistake



Specific Outcome

Develop a sense of responsibility regarding the consequence of their actions on them and others around them.



Lesson Objective

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

1. Understand that telling lies and acting untruthfully does not result in good outcome and saying sorry and being honest can help.



Materials Needed

1. The story "Daniel takes Action to Correct his Mistake"



Methodology

Start: Introduction to the story and its main purpose

Learn: Reading

Reflect: Class Discussion



Duration

30 minutes



Keywords

Action, ethics, integrity



Start

Introduction to the Story & its Main Purpose



1. Tell the students that you are going to read a story about **Daniel**. They are going to learn more about what mistakes can lead to.



Learn

Reading



1. Read the story out loud, emphasizing that every action has **repercussions** and **consequences**, but some difficult decisions need to be made and a person should act decisively. Emphasize that feelings can be shared through simple questions and a few kind words.



Reflect

Class Discussion



1. At the end of the story telling, discuss with the students about the topic, or ask each of them to write or draw a similar situation that has happened to them, and how they decided to do the right thing, or how they will reverse it in the future by being honest.

STORY TIME

DANIEL TAKES ACTION TO CORRECT HIS MISTAKE

Daniel is a friend of Aflatoun. Some time ago, Daniel went to buy apples for his mother and he did not return all of the money to her. He kept the change and he put it into his Aflatoun savings box instead.



Daniel had been feeling unhappy and troubled inside from the day he took the money. His sister Maria realized that something was wrong with Daniel and that he was really sad. She talked to him and asked him about why he was not happy. Since Daniel and Maria were such good friends, Daniel told her what he has done. She was shocked, but realized that Daniel was scared and very, very sad about what had happened. She told him that the best thing to do was to be honest and act immediately and tell their mother about what he had done. Though he was very scared, he agreed that he had to be honest.

In the evening when his mother came home from work, Daniel went to her and told her how it had happened that he was tempted to keep some of her change and save it in his Aflatoun box instead. At first, his mummy was very upset. She was very quiet and thoughtful when she gave him a glass of milk to drink. She slowly drank her cup of coffee. Daniel was really scared and started to cry. Very firmly she told him that she was very disappointed with what he had done. She wanted him to take the money back out of his Aflatoun box and give it to her, which he did. Then she gave him a nice, long hug and told him that she was also very happy that he had been a good Aflatoun and had decided to be honest and to ACT.

Later that evening when Daniel was helping his mother finish cooking dinner, she asked him to think about what had made him steal money in the first place. What do you think the reason was?

Write it down here:

Daniel thought for some time and told her that it was because he was feeling sad that he was spending too much and that he had less money than Maria in his Aflatoun box. He was also feeling a little bit greedy and was tempted by the money. He didn't realise that even if no one caught him, he would still feel badly on the inside.

His mother was smiling, but Daniel knew she was going to say something very important to him. She explained to him that we should not do things in competition with each other, or because of jealousy or greed, but instead do things to the best of our own personal ability. Only then will we more fully enjoy what we are doing and have true self-confidence and strength. She also said he had learned a valuable lesson about doing the right thing even when no one is watching. Grown-ups call this ethics and integrity and they play a very important role in the rules of society. Mother said in the days ahead Daniel will learn more about how people are tempted by greed and money every day, but that wise and strong people know that cheating and stealing always make people feel worse in the long run.



WORKSHEET



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DANIEL TAKES ACTION TO CORRECT HIS MISTAKE

Do you remember Daniel from the story "Daniel takes action to correct his mistake?" We all have felt the same way and we all have made mistakes we had to correct.

Can you think about some examples from your life?

- What happened?
- Why was it a mistake?
- How did you feel?
- How did you (or the person who made the mistake) correct the mistake?

List your answers below.



THEME 2

My Rights and Understanding Other's Rights

4

Remembering our Needs and Wants



Specific Outcome

Be aware of needs and wants, develop a sense of responsibility towards other people and their rights.



Lesson Objective

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

1. Review the basic needs and wants children have.



Materials Needed

1. Needs and Wants Cards



Methodology

Start: Introduction to the topic

Learn: Group Activity

Reflect: Class Discussion



Duration

30 minutes



Keywords

Needs, wants, Convention on the Rights of the Child



Start

Introduction to the Topic



1. Ask students to imagine that they have received a really important phone call from the Head of their State, who explained: "We have a lot of problems in the world right now. If everyone all over the world used up as many resources as we do in the Northern countries, we would need another 4 planets! So we are going to conduct an experiment. I have heard that your Aflatoun club is an extremely bright group of people and I think it would be great to idea to send all of you to a new planet."
2. Explain that the new planet had a good atmosphere, so there is clean air for them all to breathe. There is gravity so they all will not float away and there are no aliens, so they don't have to worry about being attacked.
3. They will be given 6 weeks' supply of food and water. But they may be sent off for a few months, maybe a year. Explain that they don't have a lot of time for thinking, because they will be leaving within the next 30 minutes – they need to pack their bags and think what they need to take. What is need and what is a want?



Learn

Group Activity



1. Divide the class into groups of 4-5 students. Give each group a set of 40 cards (see page 34 to 38 for the cards). Explain that they have 5 minutes to select 16 "needs" that they believe are essential to survive on this new planet. Ask them to discuss as a team which are the "needs" and which are the "wants". Suggest that they make two different columns for the needs and wants. Give the group around 10 minutes to get down to 16 cards. Try and wait until all the groups have their 16 cards before going on.
2. When they have done this say, "I've got bad news to give, the Head of the State said, the spaceship is not big enough to fit you and your 16 things – so I'm afraid you have to cut them down to 8."
3. When they have reduced the cards to 8, stick up the different cards on the board using the blue-tack. You will have in average about 15 to 25 different cards on the board but they are allowed to take just 8 things. At this point you conduct a debate with the class and start losing a few cards by getting the class to vote to keep or lose the cards. When you have got down to 8 cards, say, "You have done really well but suppose you were allowed to take just 4 cards and not 8?"

4. Carry on with the discussion until you get down to 4 cards. Discuss the idea that for us life would be pretty miserable living with just these 4 basic things, but there are more than a billion people who don't even have access to these 4 basic needs of life that the class just said that they all definitely need to survive.



Reflect Class Discussion



1. Finish the lesson by explaining that they don't have to go on the rocket after all but what they do need to do is to stay back here and take care of this planet and make it a more sustainable place for the future generation to live.

NOTE TO TEACHER

When talking about similarities and differences, wants and needs, always bear in mind the overarching principle of the Aflatoun programme – inclusion.

What you need to know:

Inclusion is a moral imperative and a condition for achieving all the SDGs, particularly sustainable, equitable and inclusive societies. It is an expression of justice, not of charity, whatever the differences, biological or otherwise, and however they may be described. Thinking about the education of students with disabilities or special needs should be tantamount to thinking about what all students may need. All students require teaching methods and support mechanisms that help them succeed and belong.

Careful planning and provision of inclusive education can deliver improvement in academic achievement, social and emotional development, self-esteem and peer acceptance. Including diverse students in mainstream classrooms and schools can prevent stigma, stereotyping, discrimination and alienation. (UNESCO 2020)

★ RESOURCE

To read more about Child Rights, use these resources:

1. We all have rights

<https://www.unicef.org/child-rights-convention>

2. Convention on the Rights of the Child

<https://www.unicef.org/child-rights-convention/convention-text-childrens-version>

1



2





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FLASHCARDS

NEEDS AND WANTS



Pocket Money



Bicycle



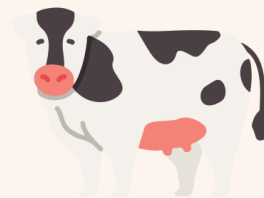
Computer



Soap



Basketball



Cow



Teddy Bear



Fertile soil



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FLASHCARDS

NEEDS AND WANTS



Paint and brush



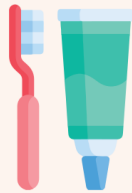
Solar power



Microwave



Chcolates and candy



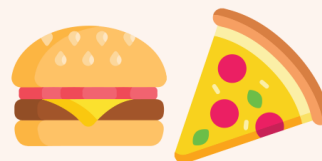
Toothpaste and brush



Speaker



School stationary



Burgers and pizzas



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FLASHCARDS

NEEDS AND WANTS



Bed



Video games



Wrist watch



Make up



Puppy



Shoes



Washing machine



Pair of glasses to see



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FLASHCARDS

NEEDS AND WANTS



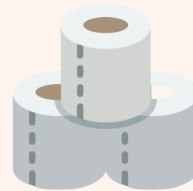
Electricity



Necklace



Television



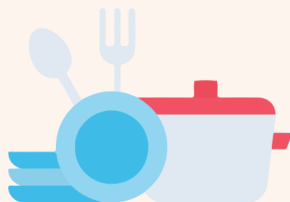
Unlimited toilet paper



Backpack



Camera



Cutlery



Warm clothes



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FLASHCARDS

NEEDS AND WANTS



School



Heathy food



Home



Clothes



Clean water



Heathy food



Car



Mobile phone

ADDITIONAL ACTIVITY: WE NEED OUR RIGHTS



Specific Outcome

Understand the way in which they are at risk and can get help.



Lesson Objective

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

1. Review the basic rights that children have.
2. Recognise when these rights are not fulfilled or given.



Materials Needed

1. **Story: A World Fit For Children**
2. **Situations Illustration**
3. **Worksheet: Situations** (one per group)
4. Blackboard/Chalk or Flipchart/Marker (depending on sources)



Methodology

Start: Story

Learn: Class Discussion

Reflect: Group Activity & Class Discussion



Keywords

Abuse



Information For The Teacher

This may be very sensitive for students, so please be sure to handle the topic delicately, and be prepared to change some examples if you find students having difficulty handling the topic. Also, you may need to cooperate with a professional/counsellor to make sure you do not cause harm if the topic brings out sensitive stories from your students.

Prior to the lesson, find out the child helpline telephone number so that you can give it to the students in the **Reflect activity**.

Child helpline Number: 1098



Start Story

1. Read the story **"A World Fit For Children"** to the students.
2. When you have done so, ask them:
 - What did you learn from the story?
 - Ask them: If everyone has the right to food, how can we make sure this right is respected? If everyone has the right to go to school, how can we make sure this right is respected? Why is it important to respect other people's rights?
 - Do you know the word for when some children don't get their needs or rights fulfilled? (Answer: Abuse)



Learn Class Discussion

1. Ask the students if they know the four basic rights.
2. Divide the flipchart/board into four sections, and write each right in one section.
 - **Survival Rights:** These rights seek to ensure that children have nutritious food, safe drinking water, a secure home, and access to health facilities.
 - **Protection Rights:** These rights seek to ensure that no one takes advantage of children, and that their minds and bodies are protected.
 - **Development Rights:** These rights seek to ensure that children have the right to study, to play, and to practice their own religion and culture.
 - **Participation Rights:** These rights seek to ensure that children are allowed to express their opinions and feelings.
3. Have the students come up with an example for each.
4. Ask them:
 - Are there situations when these rights are not given or fulfilled?
5. If necessary, give an example of when these rights are not given:
 - **Survival Rights:** When children are not able to eat.
 - **Protection Rights:** When a child is beaten by their father.
 - **Development Rights:** When a child is made to work in a factory to earn money, rather than being sent to school to get an education.
 - **Participation Rights:** When a child is not allowed to say something in the class or to their classmates because he/she is from a different religion.
6. Finally, explain to the students that when children are not protected, they are at risk, and they can be hurt, physically or emotionally. Inform the students that this is called **'abuse'**.



Reflect Class Discussion

1. Have the students form groups of five to seven. Give each group a copy of the **Situations worksheet**. Ask them to work together in their groups to identify if the different scenarios are a form of abuse, and to determine why they think it is abuse.
2. After a few minutes, lead the students into a brief discussion using the following questions:
 - What can you do when you know that another child is being abused?
 - Do you know of a child helpline number that you can call? (Give the students the number if there is one.)
3. Remind the students of the people that they can also go to if they need to talk to someone, such as parents/guardians, other family members (siblings, cousins, aunts, uncles, grandparents), a trusted adult or friend, teacher, etc.



A World Fit For Children Every child has Rights

Every child has the right to enough food and clean water to stay healthy.

But sometimes there is not enough food, and there is no source for clean water.

Every child should have a home and a family that will care and love him or her. But sometimes there are children who don't have a home or a family.

Every child should play and go to school to learn and develop.

But sometimes there are not enough schools, books, supplies or teachers. Sometimes, there are even children who end up doing hard work instead.

Every child should live in peace and free from harm. But sometimes, there are wars or calamities.

Every child should be heard and should feel free to express their opinions and feelings. But sometimes, they are not listened to. Sometimes, they are not free.

Everyone, young and old, needs to help each other to make sure that every child in our country gets what they need. Our world will become happy and wonderful if we try to make it a world fit for children.



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VISUAL

SITUATIONS





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CLASS ACTIVITY

SITUATIONS

Explain to the students that have been introduced to some child rights.

Ask volunteers to take a card and mime the right for the rest of the class. Ask them to try and guess what each right is – they might be surprised!

Right to play



Right to life

Right to be with their parents or ones who will care for them



Right to education



Right to have ideas & say what they think

Right to food & clean water





THEME 2

My Rights and Understanding Other's Rights

5 Is that True or False?



Specific Outcome

Develop a sense of responsibility regarding their contribution to the classroom ambiance.



Lesson Objective

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

1. Understand the many forms of bullying.



Materials Needed

1. Board
2. **Bullying statements**



Methodology

Start: Class Discussion

Learn: Commentary About The Topic

Reflect: Group Discussion



Duration

40 minutes



Keywords

Bullying, abuse



Information For The Teacher

This lesson can only work effectively if a safe environment has been established in the classroom.

Abuse and **bullying** may be a very **sensitive topic** for students, so be sure to handle the topic delicately, and be prepared to change some examples if you find students having difficulty handling the topic.

Assure the students that they only have to share information or their opinions if they want to. Also, you may need to seek a counsellor if the topic brings out sensitive stories from your students.



Start Class Discussion



1. In pairs, read aloud the four different scenarios outlined below. Ask each pair to discuss and to come up with a consensus on whether they believe the statement to be true or false. Remind the class that there are no right or wrong answers.

Statements:

- It's not bullying if you don't mind being called that name.
- It's not bullying if you forget to bring your lunch and so you take it from someone else.
- It's not bullying if you are acting in **self-defence**.
- It's not bullying if you spread rumours about someone.

2. Repeat this exercise and, the second time around, ask for volunteers to justify their opinion. Ask them questions such as:

- Why do you think that?
- Why do you feel like that?



Learn Commentary About The Topic



1. Explain to the students that bullying can mean many different things. These are some ways that people can be bullied:

- being called names,
- being teased,
- being pushed or pulled about,
- having money and other possessions taken or messed about with,
- having rumors spread about you,
- being ignored or left out,
- being hit, kicked or physically hurt in any way,
- being threatened or intimidated.

Bullying can also be part of other forms of abuse, including neglect, emotional, physical and sexual abuse. A lot of bullying is now taking place in **cyber space** through the internet and by mobile phone. It doesn't matter if someone says or does something intimidating directly to your face or through another medium – it's still bullying.



Reflect Group Discussion

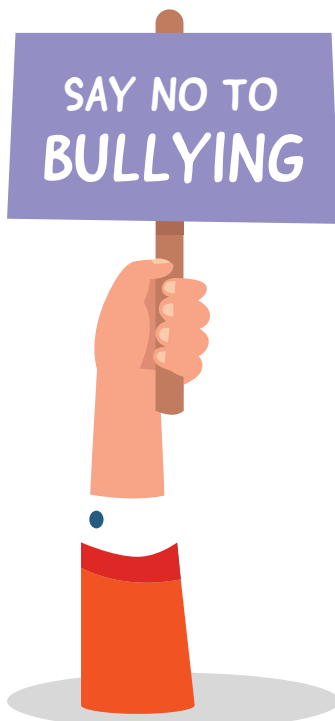


1. Encourage the students to respond to each other's comments. Remember that you should create an open and non-confrontational environment in the class. Try to avoid disagreeing outright with a child but ask probing questions to encourage them to think.
2. Emphasize that if a person is feeling intimidated or picked on as a result of the actions of another person then this is bullying, whether or not the bully thinks it is.
3. Highlight the fact that bullying can happen outside of the classroom or school.

VIDEO

You can use this short film to prompt discussion about bullying.

In a Heartbeat - Award Winning short film
<https://youtu.be/MxqGin4Pm-8>



NOTE TO TEACHER

Remind students about the **power of words** and how hurtful some remarks might be. Reflect with the students that even after they apologize and some of the damage has been repaired, the person they've hurt will never be exactly the same. The emotional scars remain and it is likely that those scars will never go away.

BEHAVIOUR STATEMENTS

1. It is ok to be left out on the playground.
2. Children can bully teachers.
3. Saying someone is stupid doesn't hurt them as much as hitting them.
4. Being rude or shouting at the teacher is just funny.
5. Making someone feel uncomfortable or unhappy is alright if it doesn't happen all the time.
6. Talking in class is ok if you're asking someone else something important.
7. Making insulting comments about someone is not ok even if they deserve it.
8. You should give your friends a second chance if they make a mistake.
9. It is important to welcome new class members.
10. Shoving another person is fine during physical education class.
11. It is ok to talk in class if the teacher isn't looking.
12. Stealing or damaging another person's belongings is ok if they have been nasty to you.
13. If someone has threatened your family or friends, it's ok to hit them.
14. Sending nasty phone texts or e-mails is ok if you send them from an unknown number.
15. Taking pictures of someone on your mobile phone to send to others is ok.
16. It is better not to tell if you're being teased or threatened. No one likes a squeal!





THEME 3

Savings and Spendings

6 How do you get Money?



Specific Outcome

Identify ways of getting money through employment or business.



Lesson Objective

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

1. Identify ways of getting income or money.



Materials Needed

1. Character Cards
2. Paper
3. Pens
4. Blackboard/Chalk or Flipchart/Marker (depending on resources)



Methodology

Start: Class Game

Learn: Group Activity

Reflect: Class Discussion



Duration

45 minutes



Keywords

Income, employment, job, business, selling goods & services



Information For The Teacher

Feel free to add or change examples of jobs that are more relevant or familiar in your community.

Prior to the lesson, write the questions in the **Learn activity** out onto the flipchart/board so that the students may refer to them easily during the task. Also, please make a copy of the **Character Cards**, and cut them out so that each group has one individual card.



Start Class Game



1. Have the students stand in a big circle, facing outwards.
2. Step into the centre of the circle. Inform the students that you will shout out the name of a job, and that at the count of three, they are to jump round to face you and strike a pose that exemplifies the job.
3. You may call out the following jobs and/or use your own: police officer; teacher; market vendor; doctor; politician; businessman/woman; fisherman/woman; farmer; singer; football player.



Learn Commentary About The Topic



1. Have the students form groups of five to six, and give each group a Character Card, a sheet of paper and a pen.
2. Ask them to work in their groups to give their character a name, and to answer the questions on the flipchart/board (below):
 - What is your character's job?
 - How often does your character get money? Is it a fixed (non-changing) amount each time?
 - Where does the income or money come from?
 - What does the amount depend on?





Reflect Group Discussion



1. Ask each group to present their findings to the rest of the class.
2. Once every group has done so, ask the students what they observed from the different examples.
3. Summarise the discussion by sharing that people usually get money or income from their jobs. The amount of money people get depends on many things. Some jobs have higher pay, or have a fixed wage, while other sources of income are more dependent on other things, for example, the income of a market vendor will depend on how many people buy his/her products.

NOTE TO TEACHER

There are also people who don't work – there might be several reasons why this happens, one of them being unemployment. Even though unemployed people in developed countries might get some financial help from the state, they are often ashamed of their situation.

Some of your students might come from families where not all adults work and they might be afraid their classmates will make fun of them or look down on them because of this.

Make sure you approach this topic in a sensitive way. Emphasize that not having a job doesn't have to be a permanent situation. Also, there is no shame in working any type of a job.

Try incorporating social justice and equal pay into your discussions with students.



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FLASHCARDS

CHARACTER CARDS



I work in an office as a personal assistant. I assist my boss in her daily work. I take calls, schedule meetings for her and the team, write down notes from her meeting, prepare reports and do research. I get a monthly salary from the company. If I ever get a promotion, I will get a higher salary.

I play football for the national team. I represent my country and compete in state level and national level leagues and games against other teams. I get a weekly salary which was agreed on when I joined the team. Sometimes, when I do extra well in a game, I get additional income.





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FLASHCARDS

CHARACTER CARDS



I work as a nurse in a hospital close to my home. I look after patients' medicines, food and tests. I usually work during the day but there are times when I have to work for extra hours in the night. I get paid a monthly salary for my work and sometimes, I have worked extra, I get paid based on the number of hours I worked.

I plant and harvest rice. I get money by selling to other people who then bring them to the market. The harvest season comes twice a year and my income depends on how much rice I am able to cultivate. I get paid according to the quantity I sell to the vendor. The price of rice is usually set by the market or by the government.





THEME 3

Savings and Spendings

7 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 Saving at Home
2. Story: Group Saving at School
3. Story: Individual Bank Accounts
4. Individual Saving Illustration
5. Group Saving Illustration
6. Bank Account Saving Illustration
7. Savings Table Example
8. Three sheets of flipchart paper and marker
9. Optional: Materials required for the Additional Activity



Methodology

Start: Saving Stories

Learn: Deciding How To Save

Reflect: Other Saving Details



Duration

45 minutes



Keywords

Savings, accounts, banks



Information For The Teacher

This lesson encourages children to save. It presents three alternatives of how to save (individually, collectively or at the bank).

In the **Learn activity**, allow each student to save using the method they have chosen (if possible). However, if this is not possible, encourage the smaller group to join the larger group.

For the **Reflect activity**, you may add more questions if/as necessary.

The **Additional Activity** is optional (but strongly recommended). 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 Savings Stories



1. Divide the students into three groups. Give each group a story handout. Have them read their particular story, and then share it with the rest of the class.
2. Ask the students the following questions about each story:
 - How are the children saving?
 - Why do you think they save that way?
3. Finally, ask the students to describe the similarities and differences between the three stories.



Learn Deciding How To Save



1. Ask the students to sit on the floor in a large circle and place a sheet of flipchart paper in the centre.
2. Ask the students that read about **Individual Saving** to provide arguments in favour of this method (i.e. to 'sell' it to the rest of the class). When they are done, ask the other students to provide arguments against it. Write down their comments on the flipchart paper next to the image.
3. Repeat this process for the writing down the students' comments on separate sheets of flipchart paper.
4. Place the images and corresponding flipchart sheet on different sides of the classroom.

5. Inform the students 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 visual (see page 58).
6. You may also encourage them to discuss which would be the best method for the classroom and agree on one of them.



Reflect Group Discussion



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

Don't forget that Aflatoun also recognizes the importance of keeping and conserving precious things of sentimental value to children as well as the habit of saving money to buy something that is important for them (even though it is not a "need").

Savings Table Example:

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



Story 1: Individual Saving at Home

Everyone can save on their own using a box or a secret place to keep things safe. It is a good idea to make a savings place where you can put money in easily, but which is difficult to take money out of- for example a box that has a slot for putting money in, and a lock to open it up if you want to take the money out. Some countries use 'piggy banks' (which are pig-shaped objects), others use boxes, and others use local material such as bamboo.

"I've saved IDR 1 million (around EUR 80). I plan to take an English course at Pare district in Kediri regency, East Java.

Pare is known as an English camp that's popular among college students who want to improve their English skills. Great quality English courses are offered there at low cost. Pare district is seven hours away from my village." (Aflatoun Student, Indonesia) "My saving box is not a typical one. I made mine with my own style, trying to recycle all the things that I most like: tins, hairpins, stickers, and so on... In my class, no one has the same savings box. All of them are unique and special."

(Aflatoun Student, Moldova)



Story 2: Group Saving at School

Sometimes it is hard to save alone. Saving in a group can help because then your friends can encourage you to keep your savings goals. Also, when you save in a group, it is easier to save a larger amount of money needed to achieve a goal.

Some countries have 'Village Savings and Loans' associations where people from the village save together and then loan the money to members who need it for a business or some other important expense, such as school or health care.

"To start with, the students' savings box was just a little piggy bank, but later they had to make something bigger. At the beginning, they planned to spend all the money on themselves, but through everything that they learnt with Aflatoun, they changed their minds. They started developing a stronger sense of compassion towards the feelings of others.

On their own initiative, they decided to use the money they had earned with their enterprises to pay for a visit to a retirement home, and to organise dancing events and discussions with the elderly to let them share their memories."
(Aflatoun Teacher, El Salvador)



Story 1: Individual Bank Accounts

As well as saving on your own at home or in a group, you can also save with a financial institution, such as a bank. The bank will keep your money safe and will even pay you a small percentage of your money regularly because the bank can make profits off of your savings while it is in the bank.

"In the future, I want to create my own bank and take it to the village to show the children who have not learnt about saving how they can start doing so. I advise other children to save more and more money because it will help them in the future, for example, to buy books, pencils and crayons."

(Aflatoun Student, Uganda)

★ TIP

Think about cases when "**saving/investing went wrong**", for example when people used services of an institution which was not safe and they lost their money. Try finding information about "**loan sharking**" in your country and start explaining to your students in age appropriate way why people who offer these types of service are not to be trusted, why it is important to be careful about money and why it is crucial to ask help regarding financial matters only from well-established and trusted institutions.



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VISUAL

GROUP AND INDIVIDUAL SAVINGS

Individual Savings



Group Savings





This page can be printed!

VISUAL

BANK ACCOUNT SAVINGS

Savings Bank Account





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WORKSHEET

AFLATOUN HELPS US SAVE

Keeping our precious things safe is very important. Our friend Aflatoun has a safe box with a favourite book, football cards, a stamp collection with stamps from around the world, stickers and coins safely stored. What do you keep in your safe box?

Draw a picture with your favourite and most valued possessions.



THEME 4

Planning and Budgeting

8

Waste Costs



Specific Outcome

Understand the concept of the environment as a shared resource.

Lesson Objective

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

1. Understand that wasting things costs money.
2. Calculate the basic costs around waste.



Materials Needed

1. **Waste Charts** (one per group)
2. **Waste Chart Reference Sheet**
3. Pens



Methodology

Start: Class Discussion

Learn: Group Activity

Reflect: Class Discussion



Duration

50 minutes



Keywords

Reuse, reduce, waste



Information For The Teacher

Wasting things is when you use or consume things carelessly or thoughtlessly, inefficiently or ineffectively.

Explain to your students that there is always at least one little thing all of them can do to reduce the waste they are creating – when they go shopping they can bring a bag with them, this way they won't use a new bag avoiding the waste of unnecessary bags.

Prior to the lesson, please make enough copies of the **Waste Chart**, and insert your local currency into the third and fourth rows, where necessary. For the **Learn activity**, it's important to know how much the different items costs. If the students don't know, you can give them the answer. Feel free to add other



Start Class Discussion



1. Ask the students to look around the classroom, and then ask them the following questions:

- What are some of the school supplies that you see? (Pencils, chalk, paper, etc.)
- What are some of the belongings that you have? (T-shirts, shoes, socks, etc.)

2. Choose one of the items the students have named, and ask the following questions:

- How long will this last? When will it no longer be useful?
- Do you know how much it costs?
- What will happen if you lose it or break it?
- Do you think that losing or breaking it would be a waste?
- How much would it cost if you needed to buy another one to replace it?
- What can you do to make sure you don't overspend because you've had to buy too many replacements of these that were wasted?



Learn Group Activity



1. Have the students form groups of five to six, and give each group a copy of the **Waste Chart** and a pen.

2. Assign each group with a particular item, such as:

- Notebook
- Box of crayons
- New T-shirt
- Toy yoyo



Reflect

Class Discussion



1. Ask the groups to share their work with the rest of the class. Alternatively, if you are short of time, you can ask just some of the groups to present their answers, but collect everyone's charts in.
2. Finally, ask the students the following questions:
 - What have you learnt today?
 - What are some of the things that you think are wasted in school? How about at home?
 - What are some of the things that you may have wasted?
 - How can we prevent wasting things? (Introduce the concept of '**Reduce, Reuse, Recycle**' to the students here.)

VIDEO

Make this lesson easy to understand – try using video.

What really happens to the plastic you throw away

https://www.youtube.com/watch?v=_6xINyWpB8&t=27s





WORKSHEET

WASTE CHART

Fill in the first column, then the second, and then the third.



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Make a drawing of the item:

| | | |
|-------------------------------|--|--|
| How long will this item last? | What will happen if you lose it, break it or waste it? | What will happen if you lose it, break or waste it several times? |
| How much does one item cost? | How much would it cost in total if you have to buy a second one? | How much would it cost in total if you have to buy five of these items? ___ x 5 = ___ |



| | | |
|--|--|--|
| <p>So, it means that you would spend _____ every _____</p> | <p>So, instead of paying _____, you paid _____</p> | <p>So, instead of paying _____, you paid _____</p> |
|--|--|--|

What can you do to make sure you don't overspend from buying too many of these items?



WORKSHEET



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WASTE CHART REFERENCE

| | | |
|---|---|--|
| <p>How long will this item last?</p> <p>2 months</p> | <p>What will happen if you lose it, break it or waste it?</p> <p>I will need to buy it again</p> | <p>What will happen if you lose it, break or waste it several times?</p> <p>My parents may need to buy it again. Or I will need to borrow it.</p> |
| <p>How much does one item cost?</p> <p>3</p> | <p>How much would it cost in total if you have to buy a second one?</p> <p>$3 \times 2 = 6$</p> | <p>How much would it cost in total if you have to buy five of these items?</p> <p>$3 \times 5 = 15$</p> |
| <p>So, it means that you would spend</p> <p>3 every 2 months</p> | <p>So, instead of paying</p> <p>3, you paid 6</p> | <p>So, instead of paying</p> <p>3, you paid 15</p> |



WORKSHEET



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AFLATOUN SAVES THE ENVIRONMENT

A clean environment is very important – that's why we should reuse, reduce, recycle (and refuse/rethink)!

- **Reuse** refers to using items more than once.
- **Reduce** means to minimise the amount of waste we create.
- **Recycle** means putting a product to a new use instead of throwing it away.

In this activity, you'll be a secret green investigator.

Your task will be to **"investigate"** your school and your household to find out where and what people around you reuse/reduce/recycle.

But this will only be the first step!

Next, propose improvements – where is it better for people to reuse/reduce/recycle?

What purchases or actions could be completely refused/rethought to minimize waste?

Note: *Think out of box when proposing changes – can you reuse water? How? Can you be more mindful about electricity and how/when/where you use it?*

1. In my school we:

REUSE

REDUCE

RECYCLE

2. In my household we:



REUSE

REDUCE

RECYCLE

3. In my school we should also:

REUSE

REDUCE

RECYCLE

4. In my household we should also:

REUSE

REDUCE

RECYCLE



All about AFLATOON DAY!

Aflatoon 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 Aflatoon children. In schools and Aflatoon Clubs around the world, children celebrate Aflatoon Day in different ways.

On this day, Aflatoon 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 Aflatoon Day any other time, sharing the work and learning with parents/guardians and/or students from other classes.*

SIGNIFICANCE THAT EVENTS LIKE AFLATOON 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)/ parents to understand their occupations.
2. Demonstrate their learnings.
3. Identify their dream job.



Materials Needed

1. **Thank You Card and/or Gift for the guest(s) (prepared by the students)**
2. Paper and Pencil
3. Board
4. **Images of occupations like astronaut, painter etc.**



Methodology

Start: Introduction to Aflatoun Day

Learn: Group Activity

Reflect: On your Journey as a Facilitator



Duration

60 - 120 minutes



Keywords

Career, guest speaker, celebration, learning



Information For The Teacher

From students' perspective: This session will let the learner introspect and identify occupations that he/she is interested in. You may find students may wish to explore an occupation that you dislike or are unaware of, just relax for now and let explore. You must trust your students.

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 delivered 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 Introduction to Aflatoun Day



- 1.** Welcome the students, guests, parents and school staff.
- 2.** Have the students sit in circle and ask them to raise hands and clap for themselves and everyone in the room. This shall create a **positive environment** to begin with.
- 3.** You can ask students, guest, staff and parents to introduce themselves. You can do an activity or just let everyone call out their names one by one.
- 4.** Ask the student facilitator to distribute a sheet of paper to each child.
- 5.** Ask the students to think of an **occupation** which they would like to pursue in future. You can give hints to students like business owner, astronaut, gardener etc.

★ TIP

You can circulate images and cut-outs of different occupations.

6. Invite a few students to share their choice of occupation with the large class.



Learn Group Activity



1. Now ask the students to draw the occupation they identified during the **Start activity**. You may give them a few minutes to think through before they draw.
2. You can also ask the guest, school staff and parents to join the children in the activity.
3. Ask a few students to share their images with the whole class. Ask the student facilitator to ask following question to random students:
 - Can you share what is your dream occupation?
 - What skill/knowledge do you think you require to pursue your occupation?
 - Can you identify two activities that you would be doing while you pursue this career.

★ TIP

You can invite parents to share their occupations and experiences.

ADDITIONAL ACTIVITY: GUEST SPEAKER SESSION

1. In case, you have invited the guest speaker. Invite the speaker to continue the session for next 20 minutes. You may introduce the guest speaker to the class.
2. Encourage the students to pose questions to the guest speaker. Sample questions:
 - How does a typical day look like at work?
 - What are the challenges faced by you?
 - Do you work individually or in a team?
 - What is your work time?
3. Once done, you can guide the students to the **Dream Board** where they are to stick their images.



Reflect

On your Journey as a Facilitator



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. Iterate that every job matters and is important. You may also share the jobs that are relevant in present like data science, content writing etc.
3. Explain to the parents that career development is a life-long process. Children's interests, likes and dislikes will expand as they grow and gain knowledge. It is their duty to let their children explore.
4. You can invite a few students to share their experiences/learnings from Aflatoun Sessions.
5. Lastly, invite guest speaker/parents to distribute the certificates amongst children

Congratulations! We completed the workshop!





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VISUAL

OCCUPATIONS



Musician



Handyman



Air Hostess



Fireman



Home maker



Veterinarian



Waitress



Principal



Chef



Officer



Doctor



Shop keeper



Cowboy



Architect



Pilot



Mechanic



★
CONGRATULATIONS
3



This is to certify that

has successfully completed
Year Three of the Aflatoun Programme

Teacher's Signature:



BONUS SESSIONS





THEME 1

Personal Understanding and Self-Awareness

1 We are like each other in many ways



Specific Outcome

Develop an appreciation of diversity and being different.



Lesson Objective

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

1. Recognize similarities between people.



Materials Needed

1. Large space



Methodology

Start: Class Activity

Learn: Class Discussion & Activity in Pairs

Reflect: Class Discussion



Duration

40 minutes



Keywords

Venn diagram, similarities





Start Class Activity



1. Ask students to run around and put their arms around each other when they find they belong in the same “set” – sets can include, for example:

- Everyone who has a brother/sister
- Everyone who can speak another language (you can also specify a language)
- Everyone who can sing a song in another language
- Everyone who has visited another country (you can also specify a country)
- Everyone who has a cousin living nearby
- Everyone who goes to school
- Everyone who is a part of a football/dance club
- Everyone who walks/cycles to school



Learn Class Discussion & Activity in Pairs



1. Ask the students if they learned something new about someone else. Were they surprised? Were there any times when there wasn't anyone to hug? What does that say about our similarities and differences?

2. Tell students to pair up. Get each pair to find out something they have in common and ask them to talk to their pairs for 10 minutes. Get them to draw the thing they have in common and get them to present their commonality to the rest of the class.

3. As a mathematics exercise, you can do a further twist on this activity. Ask the students to put up their hands if:

- They have a pet dog/cat/both
- They speak language A/language B/both
- They have visited country A/B/both

4. Represent the figures or names on a **Venn diagram**.



Reflect Class Discussion



Remind the students that we have lots in common with others even if sometimes they can seem quite different at first.



THEME 2

My Rights and Understanding Other's Rights

2 Different Colours



Specific Outcome

Develop empathy and display concern for others (different cultures within the same country).



Lesson Objective

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

1. Define diversity.
2. Illustrate diversity's importance to the world.



Materials Needed

1. Poem: **The Crayon Box That Talked (1)**
2. Poem: **The Crayon Box That Talked (2)**
3. Paper
4. Boxes of crayons or coloured pencils
5. Scissors, glue
6. Crayon Template
7. Pins or sticky tape



Methodology

Start: Individual Art Activity

Learn: Poem & Individual Art Activity

Reflect: Class Discussion



Duration

50 minutes



Keywords

Diversity, respect



Information For The Teacher

Respect is giving regard, attention, and esteem to someone.

Diversity means that there are differences and variety existing within a group.

This is very true in all our societies – the world is changing and there are few communities which consist of people with only the same characteristics (such as skin colour, language spoken, religion, etc.). Therefore, it is more and more important to help students learn about respect, how to overcome prejudice and how to be empathetic.

In the **UNESCO GLOBAL EDUCATION MONITORING** one of the findings is:

“A key barrier to inclusion in education is the lack of belief that it is possible and desirable. One in three teachers in 43 mostly upper-middle- and high-income countries in 2018 reported that they did not adjust their teaching to students’ cultural diversity.”

What about your school and opinions of teachers in your school?

Prior to the lesson, make copies of the crayon templates, and cut them out so that you have one per student.



Start Individual Art Activity



1. Have the students sit in groups. Give each student a sheet of paper, and have them choose one crayon/ coloured pencil from a box you are holding.
2. Ask the students to fold their paper in half, and to draw a picture on the left side of the paper, only using the crayon/pencil that they chose. Next, place a **box of crayons/coloured pencils** in the centre of each group, and ask the students to draw another picture on the right side of their papers. Explain that, this time, they can use as many different colours as they wish.
3. Once they have finished their drawings, ask the students the following questions:
 - Which of your pictures do you like best? (Have them raise their hands for the single coloured or multi-coloured picture if it's easier)
 - Why?
 - Which picture would you like to display in your classroom or at home?
4. It is most likely that the majority of the students will prefer the pictures drawn with several colours. Explain to the students that the world would be a boring place if we were all alike, like the picture drawn with just one crayon.



Learn

Poem & Individual Art Activity



1. Read the poem, **The Crayon Box that Talked (1)** to the students.
2. When you have done so, lead the students into a discussion, using the following questions:
 - What did each colour offer to the picture? (E.g. green for the grass, blue for the sky, yellow for the sun.)
 - Do you think that, like the different colours creating a beautiful picture, the different people in our community make the world a much more colourful place? Why?
 - What are the different groups of people who live in our country? How are they different?
 - What would our country be like if we looked all the same? Had the same customs? Ate the same food? Wore the same clothes? Followed the same religion?
3. Point out to the students that, with diversity, we add colour to the world.
4. Introduce the word **diversity** to the students (**see Note For The Teacher box on page 82**).



Reflect

Class Discussion



1. Ask the students to share their crayon drawing with the rest of the class.
2. Ask them the following questions:
 - Why is it important to accept people who are different from us?
 - What can we do to show that we respect people who are different from us?
 - How can we define respect? (Giving regard, attention or esteem to someone.)
 - What are the different ways we show respect in our culture?
 - Who are the diverse people or groups that live in your area?



This page can be printed!

Directions: Read the poem below.

THE CRAYON BOX THAT TALKED

A Poem by Shane DeRolf
(Part 1)

While walking in a toy store, the day before today I overheard a crayon box with many things to say! "I don't like Red!" said Yellow.

And Green said, "Nor do I."

"And no one here likes Orange, but no one knows just why!" "We are a box of crayons that doesn't get along!"

Said Blue to all the others. "Something here is wrong!"

Well, I bought that box of crayons and took it home with me. And laid out all the crayons so the crayons could all see

They watched me as I coloured- with Red and Blue and Green And Black and White and Orange, and every colour in between.

They watched as Green became the grass, and Blue became the sky. The Yellow sun was shining bright on White clouds drifting by.

Colours changing as they touched, becoming something new. They watched me as I coloured, they watched 'til I was through.

And when I'd finally finished, I began to walk away.

And as I did, the crayon box had something more to say... "I do like Red!" said Yellow.

And Green said, "So do I!"

"And Blue, you were terrific so high up in the sky!" "We are a box of crayons, each one of us unique. But when we get together, the picture is complete!"



This page can be printed!

Directions: Read the poem below.

THE CRAYON BOX THAT TALKED

A Poem by Shane DeRolf
(Part 2)

Wouldn't it be terrible? Wouldn't it be sad?

If just one single color
was the color that we had?

If everything was purple? Or red? Or blue? Or green?

If yellow, pink, or orange was all that could be seen?

Can you just imagine how dull the world would be?
If just one single color was all we got to see?



ADDITIONAL ACTIVITY



SOCIAL JUSTICE/DISPARITIES AND EXCLUSION

Social justice/disparities and exclusion of different groups of people in the society in the aftermath of **COVID-19** is one of the very important topics teachers should address not only in their lesson, but also in the everyday lives of their students.

Social justice is not achieved through a specific means of instruction. Students use critical examination of themselves, others, institutions and events to find patterns of **inequality, bigotry or discrimination**, and explore possible solutions to the problems they've identified. The main goal of social justice advocates is to build a society in which individuals have equal access to resources and receive equitable treatment regardless of their **sex, gender orientation, ethnic or social origin, language, religion, nationality, economic condition/income level or ability**.

Enabling conversations about these issues empowers students to voice their concern and question unjust situations in their lives or in the lives of those around them.

Help students examine systemic inequality - have them consider questions such as:

- Who makes decisions? Who is left out of decision making processes and why?
- Who benefits from these decisions and who suffers?
- Why is this practice fair/unfair?
- What would we need to create change?

Through answering these questions, students can start to **recognize injustice** existing at the micro and macro levels.

Ask students if they know any young people who are social justice advocates and what do they advocate for: e.g. Greta Thunberg, Malala Yousafzai, Sophie Cruz.

- Discuss about the importance of their **activism**.
- What do grown-ups often think about these activities? Do you agree with their opinions?



THEME 3

Savings and Spendings

3

Spend, Save, Invest and Donate



Specific Outcome

Can prioritise when and what to spend.



Lesson Objective

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

1. Understand the choices we make with money through budgeting, spending, saving, investing and donating.



Materials Needed

1. Paper Money Note
2. Personal Finance Definitions Sheet
3. Budget Sheet
4. Blackboard/Chalk or Flipchart/Marker (depending on resources)



Methodology

Start: Class Activity

Learn: Class Discussion & Individual Activity

Reflect: Class Discussion



Duration

50 minutes - 55 minutes



Keywords

Spend, save, invest, donate

Information For The Teacher

Refer to the **Personal Finance Definitions sheet** when explaining the four financial choices to the students in the **Learn activity**.

Prior to the lesson, please insert your local currency into the second and fourth columns of the **Budget Sheet**, and make enough copies so that each student has one for the lesson and one to take home for the **Parent Engagement Activity**.



Start Class Activity



1. Inform the students that they will play a game, called **Group Mingles**.
2. Ask the students to walk around the room, and explain that when you say, "**Stop**", they are to pair up with the student standing next to them.
3. Once in their pairs, ask the class one of the following questions, and give the pairs one minute to share their answers to the question with each other:
 - Do you ever receive money gifts for holidays or special occasions?
 - When you receive money gifts, what do you do with it?
 - Do you save money? Where do you save your money?
 - What are the things that you usually buy when you have money?
 - Have you ever donated money to a good cause?
 - Have you ever used your money to set up a small business or enterprise?
4. When the minute is up, ask the students to '**mingle**' again, and repeat the process, using a different question each time.
5. Be sure to point out that the students must pair up with a different partner each time.

★ TIP

For open ended questions, try using digital tools to create interesting "word clouds" you can save and discuss with your students.

Mentimeter.com is a great tool if your students have mobile phones and access to internet.

<https://www.mentimeter.com/>



Mentimeter





Learn

Class Discussion & Individual Activity



1. Show the students a **paper money note**, and ask them:
 - What would you do with this money?
2. Ask the students to think about their answers from the **Start activity**. Explain to the students that there are four different things they can do with money. Ask them:
 - Based on what you discussed with your partners in the **Group Mingles** game, do you know what these four things are? (Spend, Save, Invest, Donate)
3. Explain each one to the students, using the Personal Finance Definitions sheet below as reference.
4. Divide the flipchart/board into four sections, and write one of the following in each section:
 - **Spend**
 - **Save**
 - **Invest**
 - **Donate**
5. Next, ask the students the following questions, and write their responses in the corresponding sections:
 - What does it mean to spend money?
 - What does it mean to save money?
 - What does it mean to invest money?
 - What does it mean to donate money?
6. Give each student a **Budget Sheet** and pen. Ask them to think about their wants and needs, and have them complete their Budget Sheets.
7. Once they have done so, ask them the following questions:
 - Why should your income (the money you get) and your expenditures (the money you spend) balance?
 - If your expenditures are greater than your income, what are your choices?
 - If your expenditures are less than your income, what are your choices?
 - Why is it important to budget money?



Reflect

Class Discussion



1. Have the students present their Budget Sheets to the rest of the class.
2. Once they have done so, ask the students:
 - How different are the Budget Sheets?
 - How similar are they?
 - What is common and what is different?
3. Finally, explain that each of us has different **spending habits** based on our **needs/wishes** and **personality**.

PARENT ENGAGEMENT ACTIVITY

1. Have the students complete a similar Budget Sheet with their family at home. Ask them to bring their Budget Sheets back to class at a future date.
2. Ask them the following questions:
 - How different is your Budget Sheet to that of your family's?
 - What do you notice about the needs and wants in your sheet?
 - What about the needs and wants of your family?
 - How difficult is it to fill out a Budget Sheet?



WORKSHEET



This page can be printed!

BUDGET SHEET

Create a budget for the next month, based on your expected income and expenditures. List your most important and necessary expenses first.

| Income (Allowance, gifts, other earnings) | | Expenses (Save, spend, donate and invest) | |
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FINANCE DEFINITIONS



Spend

Learner definition:
Use money for something you want or need.

Expanded teacher definition:

To pay out; trade money for goods or services; use money freely. Spending includes paying taxes, donating to charity, and spending on other wants and needs.

Save

Learner definition:
Keep or put aside money for future wants or needs.

Expanded teacher definition:

To put money by as a store or reserve (such as part of an allowance each week); to accumulate or put money aside for a particular purpose or occasion (e.g. to buy a favourite shirt for a special day, or some sweets to share with a friend).

Invest

Learner definition:
Save money in a way that increases its value for future donating or spending.

Expanded teacher definition:

To invest often refers to that part of what you save that is loaned out to others and receives interest (additional money payments paid to you besides payment for the amount you loaned out). Any kind of property can also be an investment if it grows in value. Saving becomes investing when the resource (i.e. money, property, human labour and talent, nature, etc) is directed to a place where it will increase in value. learners should know that in order to invest a resource such as money, you must have saved it first. Even money earning very low interest in a standard bank savings account is technically invested. Invest is a subset of save.

Donate

Learner definition:
Give time, talent, or treasure with no expectation of something in return.

Expanded teacher definition:

To voluntarily make a free gift or a grant of; to contribute or give, especially to a charity or charitable cause (e.g. money for a soup kitchen or food pantry) or towards a public-service institution (e.g. someone donates a site for a park). Donate is a subset of spend.



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