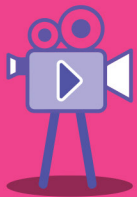




THE AFLATOXIN SERIES



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THE AFLATOUN 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.

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Aflatoun International

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

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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.



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How to use the book

It is simple!

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

2. The book is divided into two broad sections:

Section A: Core Sessions: 9 Sessions

(Mandatory to conduct)

Section B: Bonus Sessions: 3 Sessions

(To be conducted if time and resources are available)

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

THEME 1:

Personal Understanding and Self-Awareness

THEME 2:

My Rights and Respecting other's Rights

THEME 3:

Savings and Spendings

THEME 4:

Planning and Budgeting

THEME 5:

Social and Financial Enterprise

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



Start
Topic name



Learn
Topic name



Reflect
Topic name

5. Each lesson begins with:



Specific Outcome



Lesson Objective



Materials Needed



Methodology



Duration



Keywords



Information for
the Teacher

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

Tip:

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



Note:

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



Video Resources:

The links will direct you to the videos that could help the learners visualize the concept or activity being taught. Each link comes along with 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 and Self Awareness

1 Introduction to Aflatoun



Lesson Objective

By the end of the lesson, the students will:

1. Be able to recognise Aflatoun, its motto & sing the Aflatoun song.
2. Be excited about learning with Aflatoun.



Materials Needed

1. Aflatoun Poster
2. Aflatoun's Motto Images
3. **Aflatoun Song handouts**
4. Board



Methodology

Start: Aflatoun's Image & Motto

Learn: Aflatoun's Song

Reflect: Letter to Aflatoun



Duration

45 minutes



Keywords

Motto, song, letter



Note For The Teacher

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

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.



Start Aflatoun's Image & Motto



1. How 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?
- Do you remember the Aflatoun anthem/song?

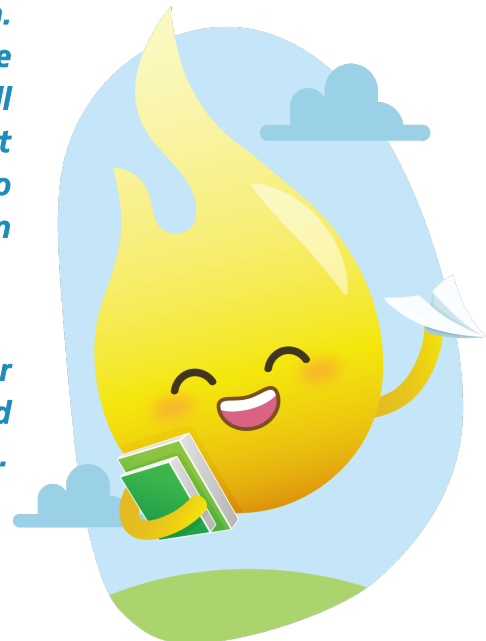
2. Read out Aflatoun's Story to the students.

“

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 and learn all about them and how they live.

I have a motto that my friends and I use in our adventures. It is: Explore, Think, Investigate and Act! It helps us have fun and learn many things.

You can use it too! ”



3. Write the Aflatoun motto on the board. 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? What can a person who explores learn?
- **Think:** What is Aflatoun doing in this image? What does 'Think' mean? What does a person who thinks do? What can a person who thinks learn?
- **Investigate:** What is Aflatoun doing in this image? What does 'Investigate' mean? What does a person who investigates do? What can a person who investigates learn?

- **Act:** What is Aflatoun doing in this image? What does 'Act' mean? What does a person who acts do? What can a person who acts on things learn?

4. Show the students the actions that go with the Aflatoun motto (below). Repeat each one together a few times:



THINK

Index finger on the temple.



EXPLORE

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





INVESTIGATE

Look around as with a magnifying glass.

ACT

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





Learn Aflatoun's Song



1. Divide the students into six groups. Give each group an **Aflatoun Song handout (See page 15)**. Assign a verse to each group, and ask them to come up with actions representing their verse.
2. When they are ready, have each group teach their actions to the rest of the class.
3. Sing the Aflatoun song as a class a couple of times, with everyone acting out the verses together.



Reflect Letter To Aflatoun



1. Read the verses of the Aflatoun song out to the students one by one, and for each one, ask them to think how they could apply what is mentioned to their life. Encourage them to think about specific examples (situations, people, animals, things). Write their responses on the board. Emphasize the need for mutual interdependence amongst all things and people and the need to respect everything and everyone's contributions. Reinforce the Aflatoun values.
2. Ask the students 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, and how they can apply what is written in the song to their lives. Inform them that it can also include some questions for Aflatoun.





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!





THEME 1

Personal Understanding and Self Awareness

2

Natural Calamities



Specific Outcome

Can identify and apply basic actions and ways of thinking in accidents and emergencies.



Lesson Objective

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

1. Understand natural disasters.
2. Become familiar with emergency-like situations.



Materials Needed

1. Visuals of Tsunami, Volcanic Eruption, Earthquake, Tornado, and Flood
2. Blackboard/Chalk or Flipchart/Marker (depending on resources)



Methodology

Start: Image Theatre

Learn: Class Discussion & Group Activity

Reflect: Class Discussion



Duration

55 minutes



Keywords

Natural Disasters; Tsunami; Volcano; Earthquake; Tornado; Flood; Emergency



Note For The Teacher

Prior to the lesson, find a story in the newspaper reporting a natural disaster that happened in the past/recently occurred, so that you may relate it to the students in the lesson.



Start Image Theatre



1. Ask the students to form a circle. Ask for a volunteer to answer the following question:
 - What is '**natural disaster**'?
2. Next, ask for some volunteers to step into the centre of the circle and to simultaneously portray a natural disaster they can think of, using the Image Theatre technique. Remind the students that they can only use their bodies to depict the natural disaster, and that they cannot move or make any sound.
3. Have them hold their poses, and ask the remaining students in the circle to guess what natural disasters are being depicted by their classmates.
4. As they are doing so, ask the students the questions, such as:
 - What do you see?
 - What is happening? Why do you say that?
 - Who are these people?
 - What are they doing? Why do you think that?
 - Is this a realistic situation? Is it an image you recognise from your own lives or communities?
 - Is the image clear?
 - Who has a different opinion/idea?
5. Note their responses on the board/flipchart.



Learn Class Discussion & Group Activity



1. Ask the students to return to their desks and to look at the answers on the board/flipchart.
2. Show them the **images of the tsunami, volcanic eruption, earthquake, tornado, and flood**.
3. Next, lead them into a discussion, using the following questions as a guide:
 - Which natural disasters are commonly prone in your country/community?
 - Have you experienced a natural disaster yourselves?
 - Can you describe the natural disaster and its intensity?
 - What happened in your community during the disaster?
 - How do natural disasters affect your community or country?

★ TIP

Also share with them the newspaper story of a local natural disaster.

- What is the situation in an emergency? What can you do in such situations? Who can help you during such emergency?
 - Why do natural disasters happen?
 - How can we protect our community or country from the occurrence of disasters?
4. After 10 minutes, have the students form five groups (use local newspaper cuttings)..
 5. Assign each group one of the above mentioned images, and ask the groups to role-play emergency situations that are relevant to their given disaster. Explain that every group will have four roles to play. At least one student should play each role so that all roles are covered, and if there are more than four students, more than one student can play each role. The roles are:
 - Reporter
 - Victim
 - Rescuer
 - Third Party: Organisations, neighbour, etc.
 6. Give them a few minutes to rehearse their role-play, and then ask each group to present to the rest of the class.



Reflect Class Discussion



1. Have the students sit in their groups. Place the five natural disaster images on the floor in front of the class.
2. Ask the students to identify different situations that might arise in each emergency, and have students from each group share ideas regarding ways to react safely to each situation.

★ TIP

"Children's education can be disrupted or even abandoned when emergencies hit, be it from natural disasters, military conflicts or health crises. As schools give children a sense of normality, education is as critical for children as food and medicine, enabling young people not only to survive, but also to thrive." -UNICEF

📺 VIDEO

Use the following video to talk to children about Covid-19 and how did it affect their school and education.



#Emergency Lessons- After Earthquake in Nepal, Children describe school in emoji

<https://www.youtube.com/watch?v=H7Sy6b2eYJU>



This page can be printed!

VISUAL

NATURAL CALAMITIES



Earthquake



Volcanic Eruption



Tsunami



Tornado



Flood





THEME 2

My Rights and Respecting Other's Rights

3

To Share or Not To Share



Specific Outcome

To develop a sense of responsibility regarding the consequences of their actions on them and others.



Lesson Objective

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

1. To discuss what is appropriate to share with others and understand the importance of friends.



Materials Needed

1. **Problem Cards for each pair of the students** (one per student)
2. **Share categories** (one per pair)



Methodology

Start: Dividing problems cards in pairs

Learn: Group Discussion

Reflect: Dangers of sharing/oversharing



Duration

45 minutes



Keywords

Friends, discussion, opinions



Start Dividing Problem Cards In Pairs



1. Explain to the students that there are no right or wrong answers in this activity. Divide them into pairs. Photocopy a set of the **Problem Cards** and cut them up so each pair has a set. You can add other problems that you feel are appropriate and necessary to your context.
2. Ask each pair to decide who they would share the information on the Problem Cards with and then place the card on the relevant **Share Category**.



Learn Group Discussion



1. Have each pair discuss their opinions and place all their cards on the Share Categories.
2. Proceed with a group discussion – all students can share the opinions they find the most important.



Reflect Dangers of Sharing/Oversharing



1. Debrief the activity. Explain that there are parts of ourselves that we share with different people and bits that we choose to keep to ourselves. The aim of the cards is to promote discussion about what is appropriate to share, how we feel and how this differs depending on the relationships we have with people. Try to stress the importance of friends and people who they can trust to share or confide in.

★ TIP

Feel free to withhold or include any problems as you deem appropriate to your group. These are only suggested cards – you know your students, their problems and context better.

Note that with some of the problems it's obvious into which category they belong but others are vaguer.

It's important for you to feel comfortable and follow your own common sense while facilitating this activity and to have consideration for the reality that many children live in.



This page can be printed!

FLASHCARDS

PROBLEM CARDS

MY DAD SLAPS ME	I WANT TO GO TO COLLEGE AFTER LEAVING SCHOOL	I WISH I WAS THINNER
MY DAD IS SICK AND I AM REALLY WORRIED	I HAVE GOT A NEW MOBILE PHONE	I SOMETIMES GET SCARED WALKING HOME ON MY OWN
I WISH I WAS TALLER	I HAVE BEEN CHOSEN FOR LOCAL FOOTBALL TEAM	I THINK I AM UGLY
MY MOM DRINKS TOO MUCH ALCOHOL	I CAN'T READ VERY WELL	I BORROWED SOMETHING AND I HAVE BROKEN IT

SHARE CATEGORY:

<i>Share with parents or carers</i>	<i>Share with friends</i>	<i>Share with everyone</i>	<i>Keep it to yourself</i>
---	-------------------------------	--------------------------------	--------------------------------

 **VIDEO**

Nowadays, we often share our personal information, photos or even fears and troubles online. But just like in real life, we meet bad people on the internet, too.

You can use these videos to start a discussion about cyberbullying with your students.



Cyber Bullying Unicef
<https://www.youtube.com/watch?v=asTti6y39xl&t=8s>



Rethink before you type | Trisha prabhu| Tedx Teen
<https://www.youtube.com/watch?v=YkzwHuf6C2U>



THEME 2

My Rights and Respecting Other's Rights

4

Do you Agree?



Specific Outcome

Understand the different forms of bullying and how to respond.



Lesson Objective

By the end of the lesson, the students will:

1. Understand what is acceptable behaviour in the classroom context



Materials Needed

1. Large space
2. Three cards with "Agree, Disagree, Don't know" written on them
3. Behaviour statements



Methodology

Start: Voting with feet – Group Activity

Learn: Group Discussion

Reflect: Summary of opinions



Duration

30 minutes



Keywords

Express, behaviour, response



Start Voting With Feet - Group Activity



1. Using the **"Agree, Disagree and Don't Know"** cards, establish a continuum or line in a central space in the classroom with the "Don't know" card in the centre of the continuum. The students will be moving around the classroom.
2. Read out a behaviour statement. The students should consider the behaviours presented in the statement and decide if they agree/disagree/don't know if it is acceptable within the classroom. They will then move to whichever part or the continuum/line they feel best reflects their opinion for how acceptable or unacceptable each type of behaviour is. This can also be done using 3 corners and students choose a corner to move to. Not all statements need to be read out. Choose the ones that best reflect your classroom context or write your own.



Learn Group Discussion



1. Allow time for discussion about why students picked a particular response.
2. Ask the students why they chose a particular place to stand.
3. Encourage all students to feed into the discussion. Keep the discussion open and non-judgemental.



Reflect Summary Of Opinions



1. Summarise the group's opinions on a flipchart or board.
2. Use this outcome in your next activities or discussions.



AGREE

DISAGREE

**DON'T
KNOW**

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!



FOLLOW UP

You can follow up with two different activities:

1. Allow time for discussion about why students picked a particular response.
 - Why is it good to be helpful in the classroom?
 - What needs to be done in the classroom to make sure each of us is safe and happy?

When listening to their responses, express the needs or qualities as rights.

For example: We all have the right to be listened to

Explain that these rights belong to every person in the class, and that each person has a responsibility to protect these rights for everyone. Then create another list where you connect responsibilities which go with each right.

For example: We all have the responsibility to listen to others, we all have the responsibility not to disturb others if they are working.

2. Revise understanding of the students by asking them the following questions:
 - What is bullying?
 - What feelings do you associate with being bullied?
 - Can you give examples of types of bullying?
3. Ask them to think about the impact on the wider school community if there is bullying taking place in school.
 - Does bullying impact the atmosphere in the school?
 - Does it make people feel frightened?
4. Emphasise that bullying is a behaviour we must not support or agree with. Remind them that we all have a responsibility toward reducing and preventing bullying and encouraging a safe and friendly school environment.
5. It is also important that students understand that it is not their fault they are being bullied and it's ok to seek help when someone is bullying them. It's important that people help each other and not turn a blind eye.
6. It is important that everyone works together to abide by the school rules which are in place to safeguard everyone. Classroom should be a safe and friendly place for all.
7. Ask your students to brainstorm different qualities that they would like to see enacted in their classroom and note them on the board.

Create together a classroom charter, which is like a promise to ourselves to take responsibility to behave in a particular way. The students themselves will decide what jobs they feel need to be done and what behaviour is important to make the classroom a safe and happy place. Decide together who should have responsibility for different jobs/behaviours – you or the students. Devise a fair way to rotate the tasks.

NOTE TO TEACHER

Use positive language when devising the charter. For example, rather than saying "Don't run in the classroom" it's better to say, "Walk in the classroom".

By using positive language, you are modelling positive behaviour to your children. Being constantly criticized with instructions like "Stop doing that...", "You can't do this...", "This is not how it's done...", etc. leads children to feel bad and defensive, get frustrated, confused, and lose the freedom and curiosity to explore this world in their own way.

Positive language encourages children to take responsibility for their actions, make appropriate choices on their own and boost their self-esteem. It allows children to focus and learn from the positive behaviours instead of focusing on negative ones.

Addressing Mental Health Issues in The COVID-19 Aftermath

*Talking to children and young people about mental health can feel really challenging, particularly during **COVID-19** and in its aftermath.*

You are encouraged to use this easy and fun activity. Its goal is to help all students understand that they are not alone, they have people who like them around them, and their problems are often very similar to problems of other people around them.

1. Give each student a piece of paper and some markers/coloured pencils. Explain that each student will write names of their friends and their qualities.
2. Explain that it does not matter how many or few friends are recorded on the line.
3. Ask your students the following questions:
 - Are there similarities between the people who have been a good friend to you?
 - What makes a good friend?



NOTE TO TEACHER

To prepare for further discussions and to know what to promote in conversations with your students, you can use hints prepared by UNICEF.

You can access the whole material here:

https://www.unicef.org/mental-health-on-my-mind?utm_source=facebook&utm_medium=organic-en&utm_content=parenting_month_2022&utm_campaign=on-my-mind-en&fbclid=IwAR3fbpHQdl3oEx-z-D6sOp7f_hpKK8i0ZxAljEgyjtg3z6l7B2O13UMWzhA



Make sure this type of communication is an organic part of your everyday life – not an artificial session you do because it's a "must".



THEME 3

Savings and Spendings

5 Savings Options



Specific Outcome

Learn about strategies for saving money, and understand the use of banks.



Lesson Objective

By the end of the lesson, the students will:

1. Be able to display abilities towards strategies for saving money.
2. Know about formal ways to store money, e.g. banks.
3. Be able to strengthen the concept of saving money further despite their circumstances towards formal money saving.



Materials Needed

1. Story: **Milica's Mother Earns And Saves**
2. Board
3. Paper
4. Pencils
5. Ball (or newspaper rolled up into a ball)
6. **All About Bank Accounts Handout** (one per student)



Methodology

Start: Brainstorming

Learn: Group Activity

Reflect: Pass The Ball & Class Discussion



Duration

40 minutes



Keywords

Savings, strategy, accounts



Note For The Teacher

Prior to the lesson, write out the questions from the **Learn Activity** onto the board so that the students may refer to them easily.

You may also wish to plan a visit to a bank or a local finance service provider for a later date. Alternatively, you can invite personnel from a bank to come in and talk to the students. Make sure you get permission from the school first to do so.

Additional information on types of bank accounts, transactions and services can be found listed at the end of this lesson for your reference. The information can also be shared with the students as a handout, or during class if there is enough time.

If the students ask about interest rates, explain that in a savings account, the interest rate means that your money will grow.

Introduction

As money is valuable, it is necessary to keep it safe. Additionally, we can find ways that can make our savings grow through interest or safe investments. We must also ensure that our money is not sitting around inactive, because every year prices increase and if we don't accumulate interest on our savings, the worth of the money decreases. Formal ways of storing or keeping money are known.

For example, keeping money in banks, post offices, micro-finance institutions, group savings and other financial institutions. Each location and method of saving has benefits and drawbacks, so it is important for children to learn about it as early as possible.





Start Brainstorming



1. Give each student a sheet of paper and a pencil, and ask them to write down as many places as possible where people keep money.
2. Next, have the students share their responses, and ask for a volunteer to write them down on the board.
3. Have the volunteer tally the various options, and the students are then to determine which saving method is most common
4. Ask another volunteer to summarise by asking the other students' the following questions.
 - Where can you say people put their money or save most of the time?
 - Does the worth of this money increase in these places?
 - Where would you prefer to save your money knowing what you know



Learn Group Activity



1. Start by asking one student to read the following story out loud to the rest of the class:

Milica's Mother Earns And Saves

Mother sells goods in the market. She earns money every day through this business. To avoid the money getting lost, she keeps the money at home in a safe place.

After some time, when the amount of money she has gets bigger, she uses it to buy more goods to sell. She also uses the money to pay for services provided to the family, such as school fees and hospital bills.

However, she always makes sure that she leaves some of the kept money as a saving for future use in a bank nearby her house.

2. After having heard the story, divide the students into groups of six to eight, and have them answer the questions on the board (below):

- How does Milica's mother save money?
- Where does Milica's mother save her money?
- How does Milica's mother use the money she makes, and that which she keeps at home?
- Why is Milica's mother saving some money in a bank?
- Would you say Milica's mother has a plan on how she makes, saves and uses money?
- Where else can Milica's mother keep her money besides keeping it at home?

3. Explain the benefits of using a formal banking option, and then ask the students the following questions:

- Can you name any banks that you know of?
- Do you know some of the services that banks give?
- Do you know anyone who saves money in a bank?
- Why do people keep money in a bank?
- Is it possible for you to save in a bank?
- If yes, do you save in a bank? If no, why is it not possible for you to save? Would you like to be able to save in a bank?

4. Inform the students that one of the most important services that banks provide is bank accounts. Explain that in many countries, children under the age of 18 are not allowed to open an account by themselves. However, they can open an account with their parents'/guardians' assistance. There are some countries that allow children to save in their banks.



Reflect Pass the ball & Group Discussion



1. Inform the students that they are going to play **Pass The Ball**. Start by throwing a ball to a student, and have them explain one place where people can save their money. That student then throws the ball to another student who has to name another place, and so on.

2. After a few minutes, lead the students into a discussion on if they think that children their age should have access to bank accounts. Inform them of a movement called **Child and Youth Finance International** that supports children's access to banks where they can save safely and cheaply.

3. Give each student a copy of the handouts below to take home.

PARENT ENGAGEMENT ACTIVITY

Ask the students to interview their parents/guardians on how and where they save their money.

ALL ABOUT BANK ACCOUNTS:

Savings Account:

This is what is important for you now. It is a little like your account in school. This is the type of account that most people start with.

Current Account:

This is for people, who need to use the bank very regularly and keep their money in the bank to make sure it is safe. They deposit and withdraw money almost everyday.

Fixed Deposit Account:

This is an account where a person deposits money, but is only allowed to withdraw after an agreed period. It is good when a person is keeping the money for a specific purpose.

Deposits, Balance and Withdrawals

- You can add money to your account whenever you want. The money you add to your account is called a deposit.
- The cashier or teller adds your new deposit to the money that was already in your account. The total of all your money is called a balance.
- The money you deposit is yours, even though you leave it at the bank!

Remember!

Once you take out the amount of money you want, it is subtracted from your current balance. You can see this on your bank statement. Your new balance will be the money you have saved minus the money you have just taken out.



ADDITIONAL SERVICES THAT BANKS PROVIDE:

Bank Cards:

A bank card allows you to withdraw money from the ATM. You need to have a PIN number to do so. PIN means Personal Identification Number, and it's a personal and private number that the customer keeps secret.



ATM:

Automated Teller Machine (or a Hole in the Wall machine). You insert your bank card into the ATM to withdraw money from your account.



Cheques:

In some countries, people can pay for goods by writing a cheque. This allows people to use the money in their account safely without having to carry large amounts of money around with them. A cheque is only worth something if it has been signed by the person named on the cheque, and checked by a cashier. This means that if you are robbed, your money is still safe unless the person can fake your signature.



Internet Banking:

This is a facility whereby people can manage their accounts online. They can look at their account information, and make payments virtually to other accounts.





THEME 3

Savings and Spendings

6 Where we Save and Borrow



Specific Outcome

Learn and compare different strategies for saving money.



Lesson Objective

By the end of the lesson, the students will:

1. Become aware of savings and expenditure practices.
2. Learn and understand the different resources for saving and borrowing money for investment.



Materials Needed

1. Ten Pebbles
2. Paper
3. Pencils
4. Blackboard/Chalk or Flipchart/Marker (depending on resources)



Methodology

Start: Pass The Pebble

Learn: KWL Chart & Class Discussion

Reflect: Class Discussion



Duration

50 minutes



Keywords

Loan, investment, corruption



Note For The Teacher

During the Learn and Reflect activities, walk around the classroom, and help the groups with their KWL Charts and Problem Trees if necessary.



Start Pass The Pebble



1. Have the students sit down in a circle, and hand out the ten pebbles to random students.
2. Inform the class that they will '**Pass The Ball**', in which they need to pass the pebbles around the circle, and when you say, "**Stop**", the ten students holding a pebble will (one by one) need to answer a question you ask.
3. Ask the students to start passing the pebbles around, and use one of the following questions each time you say stop:
 - What do you need to do if you want to start your own business?
 - Do you have enough money? Why/why not?
 - Do you have savings? Where do you keep them?
4. Write their answers on the board/flipchart.
 - Where would you prefer to save your money knowing what you know now?



Learn KWL Chart & Class Discussion



1. Have the students form groups of five, and give each group a sheet of paper and a pencil.
2. Next, draw the KWL Chart (below) on the board/flipchart:

ABOUT Financial Institutions for:	KNOW What do we already know	WANT What do we want to learn	LEARN What did we learn today
Savings			
Borrowings			

3. Ask the groups to copy the KWL Chart onto their sheets of paper, and to complete their tables, writing down what they already know about financial institutions in the Know column in the relevant row, and what they want to learn about financial institutions in the Want column in the relevant row. Remind the students that they will come back to this chart and fill in the final column at the end of the activity.

4. Next, lead the students into a discussion, using the following questions as a guide:

- From how many types of financial institutions can you save and borrow money? Include both formal and informal institutions or locations for borrowing.
- What are the different types of financial institutions commonly found/available?
- How do you borrow money from a financial institution?
- What is a loan?
- How can you create a connection/relationship with a person from the financial institution, or make him/her an offer of some kind? Is this corruption?
- What is corruption?
- What is the difference between corruption and assistance?



Reflect Class Discussion



1. Have the groups fill in the final column of their KWL Charts with what they learnt in the discussion. Ask them more questions checking their understanding of the topic, if necessary.



THEME 4

Planning and Budgeting

7 How we Harm Nature



Specific Outcome

Can identify individual actions that benefit the environment or those that damage it



Lesson Objective

By the end of the lesson, the students will:

1. Be able to identify/recognise actions that both benefit and damage the environment.
2. Develop strategies to protect the environment.
3. Be aware of existing environmental hazards.



Materials Needed

1. Beautiful Natural Areas Images
2. Environmentally-damaged Areas Images
3. Paper, pencils and coloured pens (several black/navy blue, and several bright)
4. Cardboard and old newspapers
5. Glue/Sticky Tape and scissors



Methodology

Start: Class Discussion

Learn: Individual Art Activity & Class Art Activity

Reflect: Class Discussion



Duration

50 minutes



Keywords

Damage, save, destroy, environment, human, reused, crisis



Note For The Teacher

Prior to the lesson, prepare a one metre-squared (3.3 feet-squared) cardboard poster by taping pieces of cardboard box together. Draw a large circle in the middle of the poster, with a line down the middle.

It is important to use the cardboard and newspaper, for the following reasons:

- **Cardboard:** signifies recycling/reusing something.
- **Old Newspapers:** the students will see that this signifies that the world has been made harmed, and made old and dark by humans because newspapers are manmade and the ink from them comes off easily and is very dark.



Start Class Discussion



1. Have the students sit down in a large circle.
2. Show the students the images of beautiful natural attractions and the images of environmentally damaged areas. As you do so, explain how humans inflict damage on the natural world.
3. Next, ask the students the following questions:
 - What things do humans make that harm our environment?
 - What are our community environmental problems?
 - As a small consumer, do you ever do anything to damage the environment?
 - How can you help to save our environment?



Learn Individual Art Activity & Class Art Activity



1. Give each student two sheets of paper and a pencil. Ask them to trace around both their hands (one on each sheet), and to cut the hand silhouettes out.
2. Next, have the students draw the following:
 - The cause of an environmental problem on the left hand paper.
 - How they can save the world on the right hand paper.
3. Once they have done this, show the students the cardboard poster, and explain that the circle in the centre depicts the world.
4. Ask for some volunteers to tear up the old newspapers, and other volunteers to glue these shreds onto the left half of the circle. Explain that the right-hand side must be left clean.

5. After a few minutes, inform the students that they are to paste their hand silhouettes onto the circle as follows:

- Their left hands showing causes of environmental problems onto the left side.
- Their right hands depicting ways of helping save the environment onto the right side.



Reflect Class Discussion



1. Hold/stick the cardboard poster up, and explain the following to the students:
 - The left of the world/circle represents what we have done to pollute or destroy our world.
 - The right of the world/circle represents what we are trying to do to save and heal our world simultaneously.
2. Look at the pictures on the hands, and briefly discuss the similarities and differences depicted with the students.
3. Finally, explain that everyone has damaged the world in some way. Some people have done it consciously, while others have not. Go on to say that even if the damage we cause/the attitude we have towards our environment is small (just like their little hands), it still adds up to greater issues.

PARENT ENGAGEMENT ACTIVITY

Ask the students to share their opinions on environmental damage with their family and friends, and to apply what they have learnt in today's lesson into their daily lives.



VISUAL

BEAUTIFUL NATURAL AREAS





VISUAL

ENVIRONMENTALLY DAMAGED AREAS



**THERE IS NO
PLANET B**





THEME 5

Social and Financial Enterprise

8

What is Corruption?



Specific Outcome

Identify ways of getting money in a dishonest way.



Lesson Objective

By the end of the lesson, the students will:

1. Define and explain corruption.



Materials Needed

1. Corruption Visual
2. Blackboard/Chalk or Flipchart/Marker (depending on resources)



Methodology

Start: Group Activity

Learn: Problem Tree

Reflect: Class Discussion



Duration

45 minutes



Keywords

Income, employment, job, business, selling Goods & Services



Note to the teacher

Corruption is the misuse of funds or power for personal gain. It can include theft, nepotism, and accepting or giving bribes.



Start Group Activity



1. Have the students form groups of five to six, and give each group a **Corruption Illustration**.
2. Ask the students to work in their groups to discuss what they believe is happening in their picture.
3. After five minutes, ask the groups to share their picture and findings with the rest of the class.



Learn Problem Tree



1. Ask the students:
 - Do you know what the word corruption means?
2. Draw a Problem Tree on the flipchart/board, and write 'Corruption' on the trunk.
3. Ask the students to identify the causes of corruption, and write their answers on the tree's roots.
4. Next, ask the students to identify the effects corruption has on an individual or society. Write their answers on the branches of the tree.



Reflect Class Discussion



- Ask the students to explain what they see in the Problem Tree to you. Ask them:
- Is there anything we can do to prevent corruption?





VISUAL

CORRUPTION



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ADDITIONAL ACTIVITY

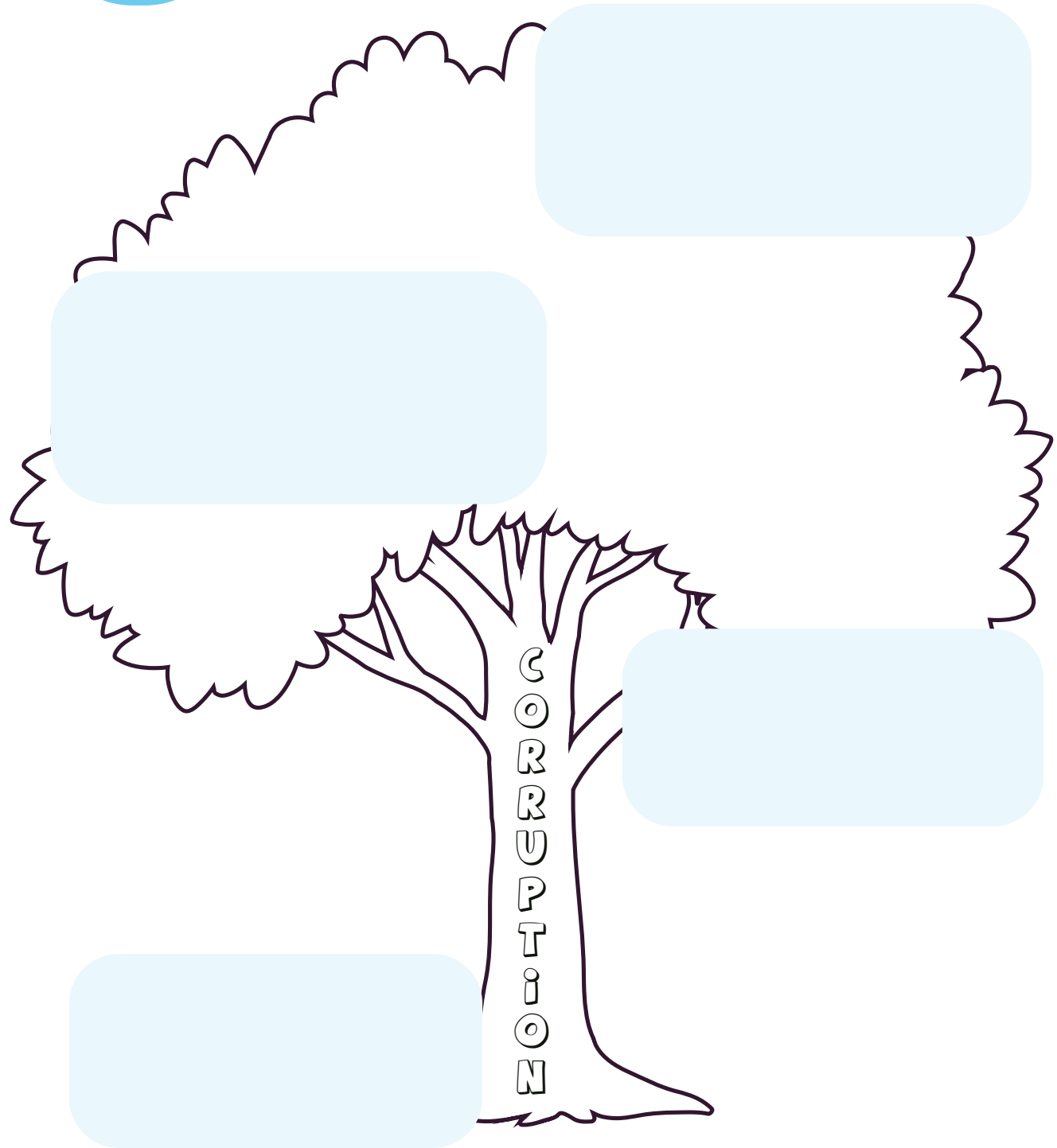
1. Ask the students to form groups of five. Give each group a sheet of paper.
2. Ask the groups to draw a Problem Tree on their paper, and to write 'Business Corruption' in the trunk.
3. Next, have the groups discuss the causes and effects of Business Corruption, and to write the causes in the roots, and the effects in the branches. (Examples of causes could include: selfishness; greed; easy money; bad habits. Examples of effects could include: self-benefit; economic crisis; harming others, etc.).
4. Once they have done this, have the students suggest solutions and possible actions to eradicate the causes and reduce the effects.



WORKSHEET

CORRUPTION

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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.*

PREPARATIONS FOR AFLATOUN DAY

1. As per the time and resource availability, you along with students can start preparation for Aflatoun day.
2. **Encourage** children to create decorative from trash, prepare skits, recite poems etc.
3. You can ask children to create Aflatoun corner where they display their worksheets, saving box or even Aflatoun poster.
4. Involve the school/community and parents if possible.

5. **Invite!** Inform and invite the school principal, colleagues, students from other classes, and parents/guardians to the celebration, if possible.
6. **Spread the word!** Send photos to, or write an article for, your local newspaper about the day.
7. Prepare a small thank you card and/or gift for your guest(s).
8. **Identify a student/ students who will facilitate the entire the event along with you.**

ORGANISING COMMITTEE

Just like any other activity, Aflatoun Day can only be successful with proper planning and teamwork. Planning takes a lot of work. Everyone needs to participate and decisions have to be made as a team.

Make sure the students understand, that when they are going to organize an Aflatoun Day celebration, they are going to need to have a democratically chosen organizing committee. Organizing committee will help oversee the planning of the day.

The roles will include:

- **Chairperson:** this is the person who is responsible for overseeing the plans and ensures that everyone is participating, fulfilling their roles and enjoying the activity.
- **Treasurer:** this person is responsible for managing the money involved in running the event.
- **Secretary:** this person is responsible for taking notes during the meetings and makes sure that everyone knows their roles and tasks.
- **Team leaders:** a team leader represents a task group. they are responsible for reporting to the whole class on their team's progress and duties.

As a class, they should organize a secret ballot for the roles within the organizing committee. This needs to be fair and democratic.

The suggested task groups are as follows:

- **Purchasing Task Group:** responsible for purchasing any food or decorations required for the event.
- **Food Preparation Task Group:** responsible for cooking and preparing the food.

- **Decoration Task Group:** responsible for arranging and decorating the classroom.
- **Entertainment Task Group:** while everyone can provide entertainment, the entertainment task group develops the schedule of acts, makes sure that any equipment needed such as a stereo is available and working, and organized props.

The Committee should plan several meetings in advance of celebrating Aflatoun Day so they can monitor progress and ensure everyone feels part of the activity.

BUDGETING

Explain to the students that budgeting is an important task to undertake when you are saving up to organize an activity. As a class, students may have a group savings box which they can use to pay for Aflatoun Day activities.

The celebration can be funded from group savings. That means that a group will have to see how much they have already saved and they need to decide how much money each member will contribute. Then they will compute the total amount of everyone's contribution so they will know how much they can spend for the party.

One of the key decisions is deciding how much the students wish to spend on the celebration and how much each child can contribute.

Aflatoun recognizes that not every child can contribute money. Other suggestions to enable all children to be able to participate equally is encouraging them to bring something in from home, such as some fruit or a small cake or by providing entertainment, through song, dance, etc. Each contribution, whether monetary or talent, needs to be equally appreciated and acknowledged.

The next step is to find out the cost of any food they wish to purchase and decorations.

Celebrating Aflatoun Day is just one idea for practicing planning and budgeting so the students can undertake the same budgeting process for any Aflatoun Club activities they are planning.

GUIDELINES FOR GUEST SPEAKER, IF ANY:

A guest speaker is a person to give a speech in a gathering.

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:

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.
4. Set goals with growth mindset



Materials Needed

1. Thank You Card and/or Gift for the guest(s)/ parents (prepared by the students)
2. Board
3. **Worksheet: Growth Ladder**



Methodology

Start: Interactive Session

Learn: My Goals

Reflect: Sharing and Celebration



Duration

60 minutes - 120 minutes



Keywords

Career, Guest speaker, celebration, learning, growth mindset



Note to 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/parents; 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 materials and snacks.
- 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. Present!** Encourage the students to present their work in creative ways: drama and skits; games; stories; poems; video; music; dance; posters; drawings; etc.
- 5. Snap!** Take as many photos and as much video footage as possible during the day. Don't forget to request parental/guardian permission.
- 6.** You may also display student worksheets and Aflatoun books (optional).



Start Introduction to Aflatoun Day



- 1.** Welcome students, guests and school staff and let them settle.
- 2.** Ask the student co-facilitator to give a welcome speech.
- 3.** Hereon, you can co-facilitate the session along with student facilitator. Ask the students to ponder upon the following questions:
 - What do I want to do in life?
 - What is my goal for the next year?
- 4.** Let students think independently and in the meanwhile distribute the "**Growth Ladder**" **Worksheet**.



Learn My Goals



1. Explain to the students that they have to think of goal that they wish to achieve next year.
2. Display the **Growth Ladder Worksheet** and explain that in the heading, they should mention their goal and beside the ladder steps, they should mention the actions that would lead us to that goal.
3. You can encourage the parents/staff/guests to join the students and guide them while they fill the worksheets.

★ TIP

You can give hints to the students to let them finalize their goals: Example, we can have saving goal or we can aim to learn a new instrument etc.



Student's Reflect Sharing & Celebration



1. Student facilitator invites couple of volunteers to share their goals and display their worksheet.
2. In addition, few students can be asked to narrate the experience of Aflatoun sessions.
3. Instruct students to clip/paste their worksheet on Dream Board.



Reflect on Your Journey as a Teacher Sharing & Celebration



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. (See page 60)

Congratulations! We completed the workshop!



WORKSHEET

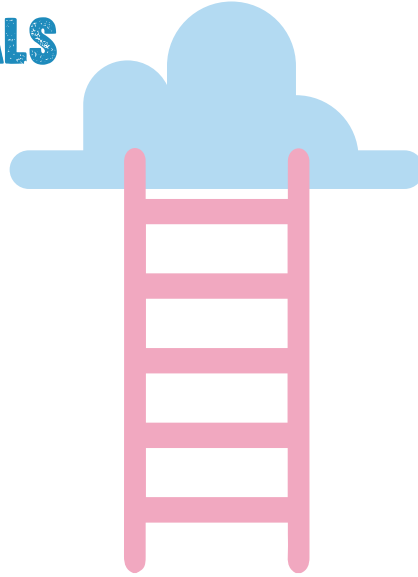


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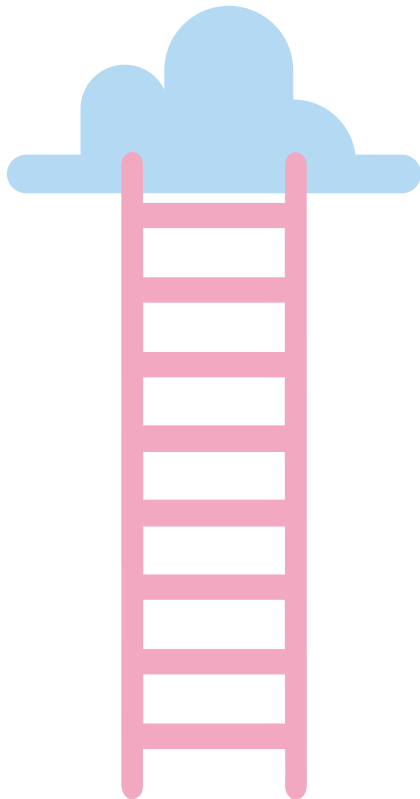
LADDER OF GOALS



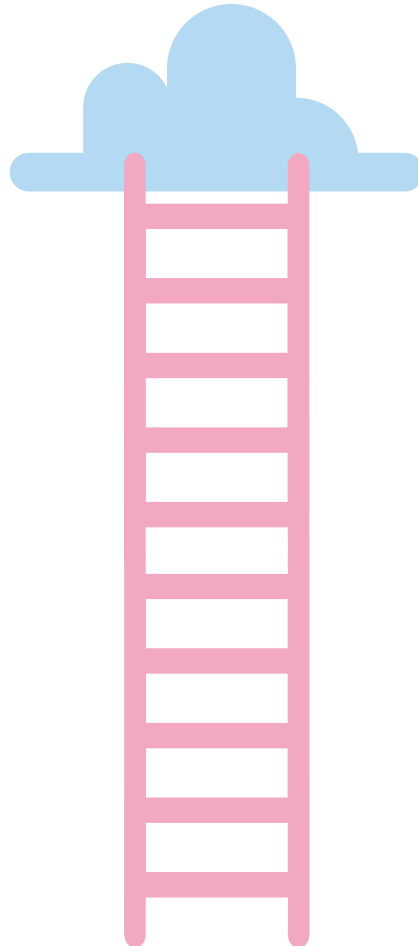
**Before the end
of today**



In one year's time



In five year's time



In ten year's time



WORKSHEET



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TEAMWORK MAKES THE DREAM WORK

There are tasks we need to do alone – and our success is only our responsibility. But we often need to work as a team with different people and to be successful we need to be able to work together well.

Think about a situation when you are a member of a team working on a group task (for example organizing Aflatoun Day):

Answer the following questions:

1. How would you describe the roles of members of a well-functioning team? (Who is the leader? Are there more leaders? Who is responsible for what?)

2. How do team members divide work? (Who does what? Who decides this?) Who controls what team members do and if they work on their tasks?



3. How should team members communicate? What is the most important in their communication? What should they avoid?

4. In your opinion, if the team is successful and they reach their goal, what should happen? What should the team/team members do? And what if the team is not successful and fails in planning and organizing something? What happens then?



CONGRATULATIONS



This is to certify that

has successfully completed
Year Four of the Aflatoun Programme

Teacher's Signature:



BONUS SESSIONS





THEME 1

Personal Understanding and Self Awareness

1

Interview with my Role Model



Specific Outcome

Can determine how others might help or hinder their goals.



Lesson Objective

By the end of the lesson, the students will:

1. Have learnt how to interview influential individuals.
2. Be able to realise their aspirations, goals, and responsibilities.



Materials Needed

1. Three pebbles
2. Paper
3. Coloured pencils/crayons
4. Pencils
5. Blackboard/Chalk or Flipchart/Marker (depending on resources)



Methodology

Start: Class Discussion

Learn: Group Activity & Group Discussion

Reflect: Class Discussion



Duration

55 minutes



Keywords

Role model, inspiration, turning Point, lifestyle



Note For The Teacher

Please provide suggestions/ ideas about what to ask and how to ask questions while interviewing



Start Aflatoun's Story



1. Ask the students sit down in a large circle, and have them close their eyes.
2. Place the three pebbles behind three random students, while their eyes are still closed.
3. Ask the students to open their eyes, and to look behind them. Explain that each of the three students who has a pebble needs to answer the following questions:
 - Do you have a role model? What is a role model?
 - Who is your role model in our community?
 - What does the person do? How does the person influence you as a role model?




Learn Group Activity & Sharing



1. Have the students think of who their role model is, and then ask them:
 - If you had the chance to interview your role model, what would you want to know?
2. Give them a few minutes to consider this and write down their suggestions. As they do so, copy the table below onto the board. Prompt them to tell you their suggestions (you can add them to your table).





Topics	Questions
Childhood	
Turning Point	
Education	
Your Role Model	
Life Style	
Inspiration	
Special	

Topics	Example Questions
Childhood	What was your hobby when you were young?
Turning Point	At what point/how did your life change?
Education	Where did you study? What was
Your Role Model	Who is your role model? Why?
Life Style	What is your lifestyle like? What do you do in your spare time?
Inspiration	What/Who inspires you?
Special	Who was your first love?

3. Inform the students that they will practice interviewing one of their role models, and that they will also create a poster of them.
4. Have the students form groups of five, and ask each group to select one of their role models.
5. Inform the students that half of each group will prepare at least two to three important questions to ask the role model for each topic listed on the board/flipchart (you may write down the example questions shown above to help the students if you feel it is necessary), and to also write down their best guess as to the answer the role model would give. The other half of each group will work on making the poster of the role model.
6. If there is time, ask the groups to decide on one practice question to present to the rest of the class. Explain that they are to designate one group member as the person to present the poster, one to ask the practice question, one to answer, and one to lead the discussion. Finally ask each group to present their question and poster, one by one.



Reflect Class Discussion



1. Discuss the overall strengths and weaknesses of the interview questions considering how they relate to the students' own life plans.
2. Brainstorm together how each student could manage to interview their role model or someone similar to their role model before the next class.



THEME 2

My Rights and Respecting Other's Rights

2

Self Hygiene



Specific Outcome

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



Lesson Objective

By the end of the lesson, the students will:

1. Be conscious of safety measures and hygienic solutions.
2. Spread the word about the germs that cause diseases.
3. Maintain good hygienic practices for a healthy life.



Materials needed

1. Health & Hygiene Poster
2. Blackboard/Chalk or Flipchart/Marker (depending on resources)



Methodology

Start: Class Activity & Class Discussion

Learn: Group Activity & Image Theatre

Reflect: Class Discussion



Duration

60 minutes



Keywords

Health, Hygiene, Germs



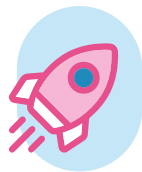
Note For The Teacher

You will need to join the students in the Start activity, so please sit with them in the circle. You may not have enough time to carry out all the steps, so please do as many as possible in the time allocated.

If you have a large number of students, you may wish to send them out in groups for the hand-washing part of the Learn activity.

Don't forget to talk about how important hygiene is during flu season, and how important it was during the COVID-19 pandemic. Discuss why we need to wash our hands and when do we need to wash them. Make sure you mention all the necessary key words – always check if the students really understand their meaning. If necessary, explain these words once again using appropriate examples.

Be sure to share hygienic tips with the students. If it's more culturally appropriate, address the topic of personal hygiene in separate groups of girls and boys.



Start Aflatoun's Story



1. Have the students sit down in a circle.
2. Inform the students that you will call out a set of instructions, and that they are to follow exactly what you ask them to do. Point out that, apart from the noise they make whilst clapping, they are to be completely silent while carrying out their actions.
3. Ask the students to: Ask the students to:
 - **Step 1:** Clap your hands three times.
 - **Step 2:** Clap your feet together three times.
 - **Step 3:** Lie down, and clap your left foot three times with both hands.
 - **Step 4:** Clap your left foot with your right hand three times.
 - **Step 5:** Clap your right foot with your left hand three times.
 - **Step 6:** Sit up, and scratch your head with your hands.
 - **Step 7:** Cover your eyes and touch your face with your hands (and stay like that).
 - **Step 8:** Now, cross your arms and clap hands with the people sitting next to you.
 - **Step 9:** Cross your legs, and clap your feet with the people sitting next to you.
 - **Step 10:** Clap your hands with your left foot.
 - **Step 11:** Rub your hands and rub your feet.
 - **Step 12:** Scratch the head of the person to your right with your hands.
 - **Step 13:** Stand up and touch your toes, your face, and your mouth.
4. Ask the students to go wash their hands. When they return, have them sit down in a circle again.

5. Lead the students into a discussion using the following questions as a guide:

- How do you feel about the clapping activity?
- Did you think of cleaning your hands/feet prior to the game?
- Did you think of wiping your hands with a cloth after touching your classmate's hands/head/feet?
- What would happen if your classmate's hands/head/feet contained serious germs?



Learn Group Activity & Sharing



1. Have the students form groups of five. Inform the groups that they are to each think of a situation that represents having good personal hygiene, and a situation that represents having bad personal hygiene.

2. Once they have decided upon their situations, have the students create a silent role-play that depicts and draws comparisons for both situations. Use the following as an example:

- Washing hands thoroughly before eating something is an example of good personal hygiene and prevents sickness.
- Not washing hands before eating is an example of bad personal hygiene, and can lead to sickness.



Reflect Class Discussion



1. Show the students the Health & Hygiene Poster.
2. Explain and discuss each image shown with them.

Point 3 not mentioned in the base doc?

NOTE TO TEACHER

Watch out for hurtful remarks of students when you are (figuratively) talking about someone from the group having hands/head/feet contained with germs and about wiping hands after touching a classmate's hands/head/feet.

Many children and young people – often from minorities or marginalized communities – have experienced this type of remarks in their life. You wish to create a safe and inclusive space for everyone. Therefore, you must react to any signs of bullying or shaming in an appropriate way – but immediately. All students must know that this type of behaviour is not welcome and needs to stop.

PARENT ENGAGEMENT ACTIVITY

Ask the students to share what they have learnt in this lesson about health and hygiene with their parents/guardians and family, and to ensure that they apply what they have learnt into their daily lives. Have them write about 'How my personal hygiene can be improved', and to include examples and illustrations in their essay.



POSTER



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Brushing



doing the dishes



washing hands



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washing clothes



THEME 3

Savings and Spendings

3 The Recycle Process



Specific Outcome

Can identify actions that benefit the environment.



Lesson Objective

By the end of the lesson, the students will:

1. Understand recycling, its processes, and how it relates to saving non-monetary and monetary resources.
2. Encourage activities related to waste-reduction.



Materials Needed

1. **Worksheet: Recycling Can Be Fun**
2. **Recycle Process Visual**
3. **Recyclable Material Visual**
4. Pencils, scissors, glue/sticky tape
7. Recyclable Materials (glass, paper, plastic bottles, textiles, etc.)
8. Blackboard/Chalk or Flipchart/Marker (depending on resources)



Methodology

Start: Class Discussion

Learn: Class Discussion & Group Art Activity

Reflect: Class Discussion



Duration

50 minutes



Keywords

Recycle, waste, saving, cost



Note For The Teacher

Prior to the lesson, in preparation, you will need to collect several recycled/ recyclable items, such as glass, paper, plastic bottles, textiles etc. You may also ask the students to collect these and bring them in for the lesson.

During the Learn activity, be sure to walk around the groups and help them with their artworks if necessary.



Start Aflatoun's Story



1. Show the Recycle Symbol visual to the students. As you do so, ask them the following questions:

- Does anyone know this symbol? What does it stand for?
- What is the meaning of the three arrows?
- What does recycling mean?

2. Explain the definition of recycling, using the information below:

DEFINITION

Recycling/Recyclable is a key component of modern waste reduction, and is the third component of the 'Reduce, Reuse, Recycle' waste hierarchy.



Learn Group Activity & Sharing



1. Ask the students to sit down in a circle. As they do so, divide the board/flipchart into four columns, and give each column one of the following headings:

- Recyclable Material
- Reasons
- Benefits
- Product Examples

2. Ask the students the following questions, and write their answers in the relevant column:

- What kind of material(s) can be recycled/recyclable? Give examples.
- Why do we recycle? What are the benefits of recycling?
- What are examples of products that can be made from recycled materials?

3. Next, have the students form four groups.

4. how the students the recycled materials you have collected, and inform them that they are to create 'works of art' from these recycled materials for a mini group art exhibition.
5. Give the groups 20 minutes to create their pieces.



Reflect Applying The Aflatoun Motto



1. Ask each group to present their works to the rest of the class, one by one.
2. Go on to explain the fact that recycling can save money and resources, as we reuse existing products thus saving on money and resources, as opposed to spending money and using up resources when buying new things.
3. If there is time, show the students the Recycle Process visual and the Recyclable Materials visual. Explain the recycle process to the students as you do so.

VIDEO

Recycling can be great fun! And so are online games! Do you know there are online games about waste sorting and recycling? Try them out with your students!



Recycling for kids
<https://www.turtlediary.com/game/recycling-waste.html>



Waste sorting game
<https://www.surrey.ca/services-payments/waste-collection/waste-sorting-game>



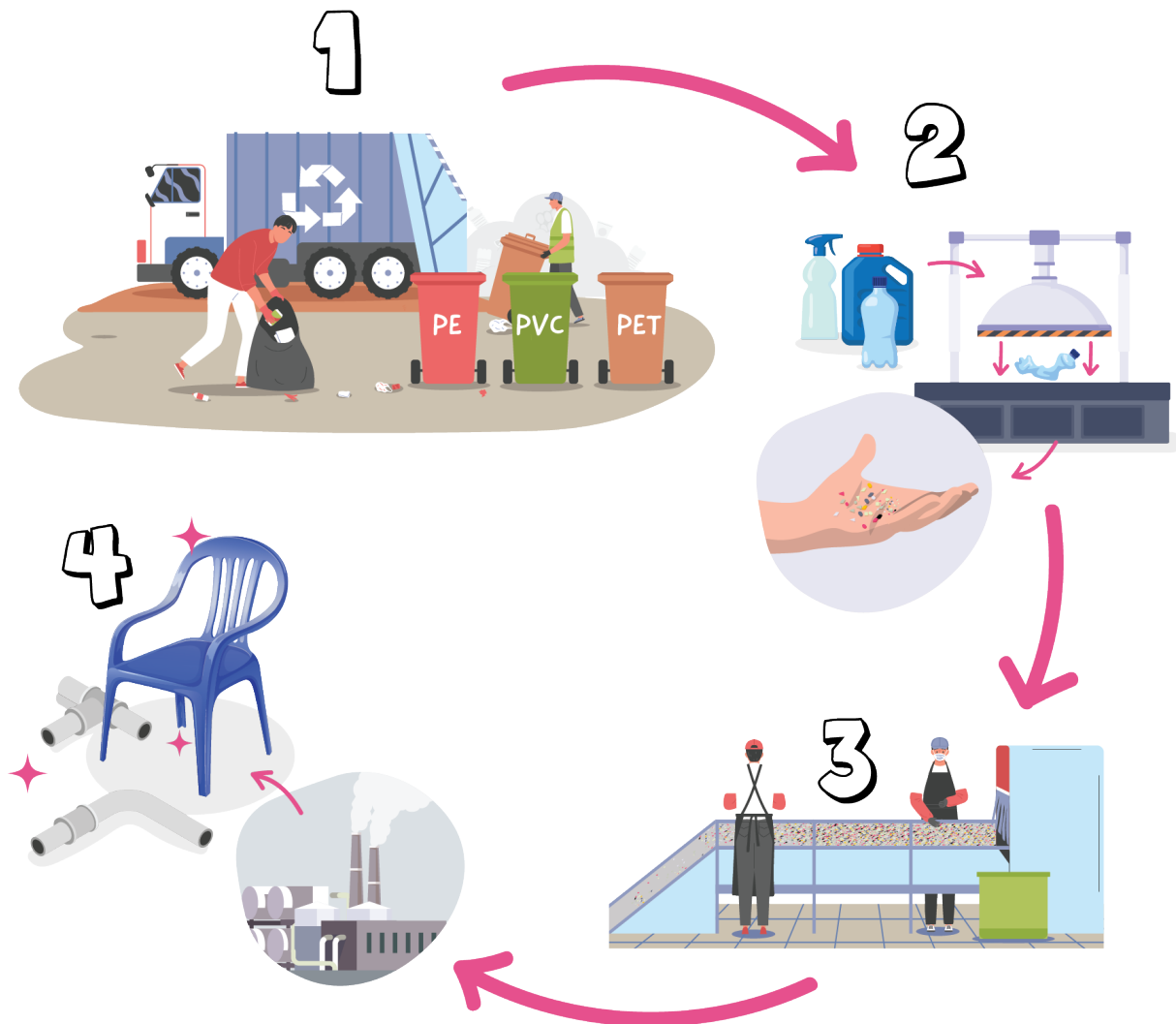
Interactive Carts Game
<https://rethinkwaste.org/residents/interactive-carts/>



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VISUAL

THE RECYCLE PROCESS





VISUAL



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RECYCLABLE OBJECTS



recyclable OBJECTS



WORKSHEET



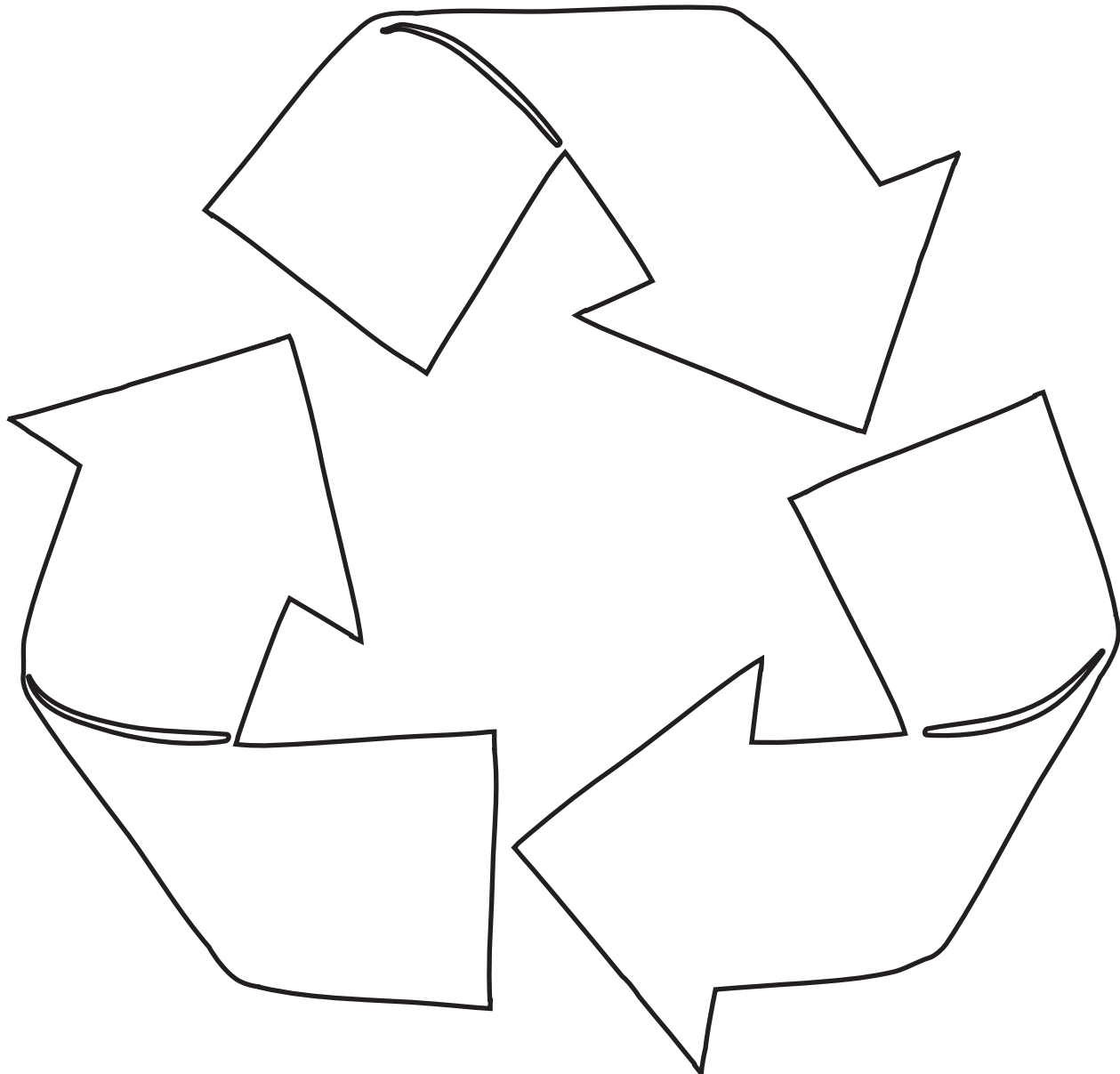
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RECYCLING CAN BE FUN

**This is a well-known universal symbol for recycling.
But is it really?**

Can you think of some fun and creative ways to help people who don't know this symbol understand what the symbol means?

You can use colours, words, special designs, or any other creative ideas to create a nice poster helping everyone understand what these arrows mean – and to get more people interested in recycling!





**Co-funded by
the European Union**

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