

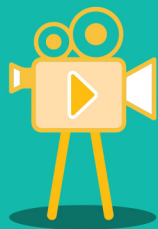
go green



5



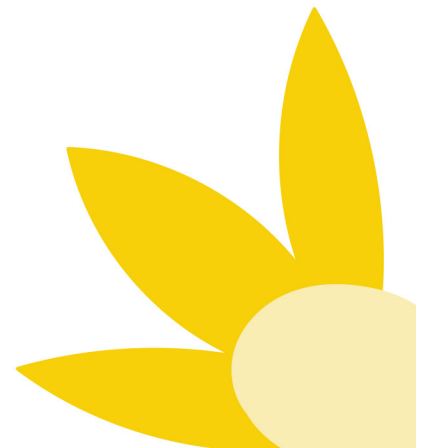
THE AFLATOUN SERIES



Co-funded by
the European Union



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 students 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 11-16:

How to start a conversation

- Try to find ways to be present without hovering or intruding.
- Keep your sense of humor. Laughing together is a great ice-breaker.
- Try to respect and not judge or criticize children's feelings.
- Give children responsibilities. Example distributing worksheets, forming groups etc.
- Be specific when asking for feedback. Rather than asking did you enjoy you may ask did you enjoy the discussion activity.

Maintain an open, trusting and loving environment

- Stay approachable! Make it OK for them to come to you and speak with you even when they have made a mistake.
- Invite them while planning the class activities.
Only make rules that you can enforce without being a COP.
- Graciously accept your mistakes and say 'I am Sorry'.

Remember your time is important for children!

- Hormonal changes cause mood swings marked by tearfulness, heightened sensitivity, sudden flare-ups, an increased need for physical activity and inappropriate laughter and giggling.
- Teenagers may feel all powerful and at the same time that they experience fears of inadequacy and failure.
- Teenagers have a heightened need for privacy that also gives them a new sense of control and autonomy. They need this privacy to test things out for themselves without any input.





THEME 1

Personal Understanding & Self Awareness

1 Introduction to Aflatoun



Lesson Objective

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

1. Be able to recognise Aflatoun and its motto.
2. Be excited about learning with Aflatoun, and applying the Aflatoun motto.



Materials Needed

1. Aflatoun Poster
2. Aflatoun's Story
3. Aflatoun Motto Puzzle Handout (one per student)
4. Visual Puzzles Teacher's Handout
5. Visual Puzzle No. 2 Handout (one per student)
6. Paper and Pencils



Methodology

Start: Aflatoun's Story

Learn: Aflatoun Motto

Reflect: Applying The Aflatoun Motto



Duration

60 minutes



Keywords

Motto, critical thinking, perspective

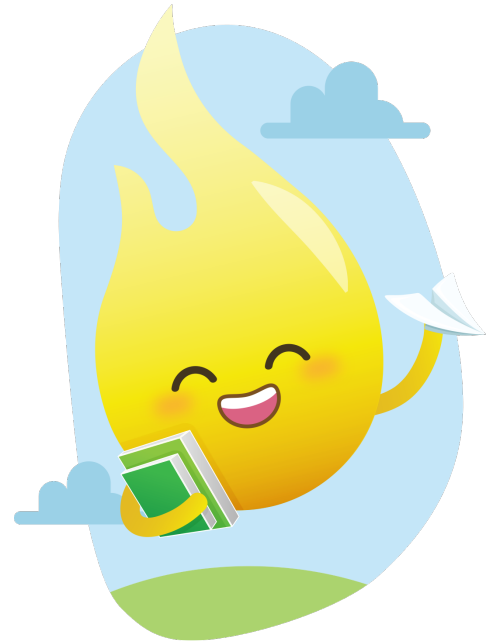


Information For The Teacher

You may adapt this lesson depending on whether the students are already familiar with Aflatoun. If the students are not yet familiar with Aflatoun, you can read them the following extract in the **Start activity** before you go on to read the more detailed description:

“*Hi! 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'm very curious about this wonderful place where you live in, and I'm looking forward to learning all about it with your help.”



Instead of individually, you may choose to have the students work in small groups to solve the **Aflatoun Puzzle** in the **Learn activity**.



Start Aflatoun's Story



1. Show the students the Aflatoun poster, and ask them the following questions:
 - Do you know/remember who this is? What is its name?
 - What does it teach us/tell us about?
2. Next, read **Aflatoun's story** to the students.

★ TIP

If the students are not yet familiar with Aflatoun, read them the brief extract as shown in the "Information For The Teacher" box above.



Learn Aflatoun Motto



1. Give each student a copy of the **Aflatoun Motto Puzzle handout**, a sheet of paper, and a pencil, and ask them to work individually (or in small groups) to solve the puzzle. If paper is not available you can write the puzzle on the board.

SEPARATE	FICTION	FROM	FACT
THINK	EXPLORE	INVESTIGATE	ACT

2. After five to ten minutes, ask the students:

- What can **'separate fiction from fact'** mean?
- What can a person who explores, thinks, investigates and acts do and learn?

3. Inform the students that they will be doing more exercises to apply the Aflatoun Motto.

4. Next, draw nine dots on the board (as shown in **Visual Puzzle No. 1**), and have the students copy these down onto their sheets of paper.

5. Ask the students to try and join the dots with four straight lines without lifting their hand off the paper. Give them the following hint: It always helps to think beyond normal boundaries.

6. Give them a few minutes to solve the puzzle, and then ask a student who has managed to solve it to come to the board and share the solution with the rest of the class.

7. Next, give each student a copy of the **Visual Puzzle No. 2**, and ask them to count how many squares it has. Inform them to take their time, and to remember to look beyond the obvious, as there are more squares than they might think.

8. Give them a few minutes to solve this and ask each student for their answer. Write each answer on the board, and tally how many students gave the same response. You may also ask some students with different answers to come up to the board and show how they counted the squares.

9. When you have done this, share the correct answer with the students: 31 squares in total. 16 (1x1 squares) + 9 (2x2 squares) + 4 (3x3 squares) + 1 (4x4 square) + 1 (4x4 square with a hollowed-out centre).



Reflect

Applying The Aflatoun Motto



1. Ask the students:

- How do you think the Aflatoun Motto has been applied in the exercises you just carried out?

2. Reinforce what the students say, highlighting the importance of looking at things from a different perspective, exploring, and thinking about different ways to solve a problem. Go on to explain that investigating things thoroughly helps us find answers to important questions. It is also important to think and investigate before we act so that whatever action we take does not hurt somebody else, and is, in fact, the best possible action.

★ TIP

As this might be the first activity of the school year, use this opportunity to create an inclusive environment where everyone feels welcome. We are all different, yet the same! We have so much in common with people around us, so why not be friends?

Use this short activity to help students understand that each of us is unique but there are many things or characteristics we share. Our talents might be different, but we all are important members of our communities.

Give each student a piece of paper and a pencil/crayon. Group them into pairs. Ask them to place the paper on the floor or table. Have them place their hand on the paper with their fingers spread. They will trace their hand on the paper.

Ask the students to write their name and birthday on the palm of the outline of their hand. If the hand is too small, they may write outside the outline. On the fingers, they will write down the following information:



- 1. Thumb:** The names of the members of their family.
- 2. Forefinger:** Where do you live?
- 3. Middle finger:** What do you like to do? (Examples: dance, play, watching TV, tell stories)
- 4. Ring finger:** Person/s you feel is close to your heart
- 5. Little finger:** Do you go to school? If yes, where? What year/grade are you in?

Afterwards, each student chooses another student they are comfortable with to share their drawing. The pairs will share with each other what they drew and wrote. Give them a few minutes for this.

Gather everyone in a circle. Each pair will talk about the handprint of their partner. Remind the students of the similarities between their hand shape and the outline shape of the Aflatoun character by showing them an image of Aflatoun.

STORY TIME

“ Are you wondering why I’m called Aflatoun? An Aflatoun is someone who really likes to find out new things about people, places, rights, responsibilities, and money. In fact, an Aflatoun likes to find out about just about anything. Since I love to explore and learn new things, my friends from India called me Aflatoun.

Do you know why I came to planet earth? Well, it’s an interesting story. For a long time, I stayed in space, and saw everything that happened down here from up there. However, even after observing things down here a long time, there were still a lot of things that I didn’t understand. So, I decided to come to earth and explore things for myself.

I asked lots of questions and met all sorts of people. I realised how much there was to learn and how little I knew. I love travelling, and I have friends from Mali and The Philippines, from Uganda and Vietnam, and from Argentina and Serbia. And now here I am to become your friend, and help you become an Aflatoun too!

I have lots of Aflatoun friends, and we learn many things together. Would you like to learn with me too? Solve the following puzzle, and you will discover the motto my friends and I use to explore and learn many things. ”





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WORKSHEET

AFLATOUN'S MOTTO PUZZLE

Below, each letter of the alphabet has been given a number. Replace the numbers in the boxes with the correct letter to discover Aflatoun's Motto.

A	B	C	D	E	F	G	H	I	J	K
4	9	15	11	4	21	2	23	25	19	6
L	M	N	O	P	Q	R	S	T	U	V
18	24	26	22	17	8	10	3	12	11	13
W	X	Y	Z							
5	16	20	7							

--	--	--	--	--	--	--	--

3 14 17 4 10 41 21 4

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21 25 15 12 25 22 26

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21 10 22 24

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21 41 5 12

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14 16 17 18 22 10 14

--	--	--	--	--

12 23 25 26 6



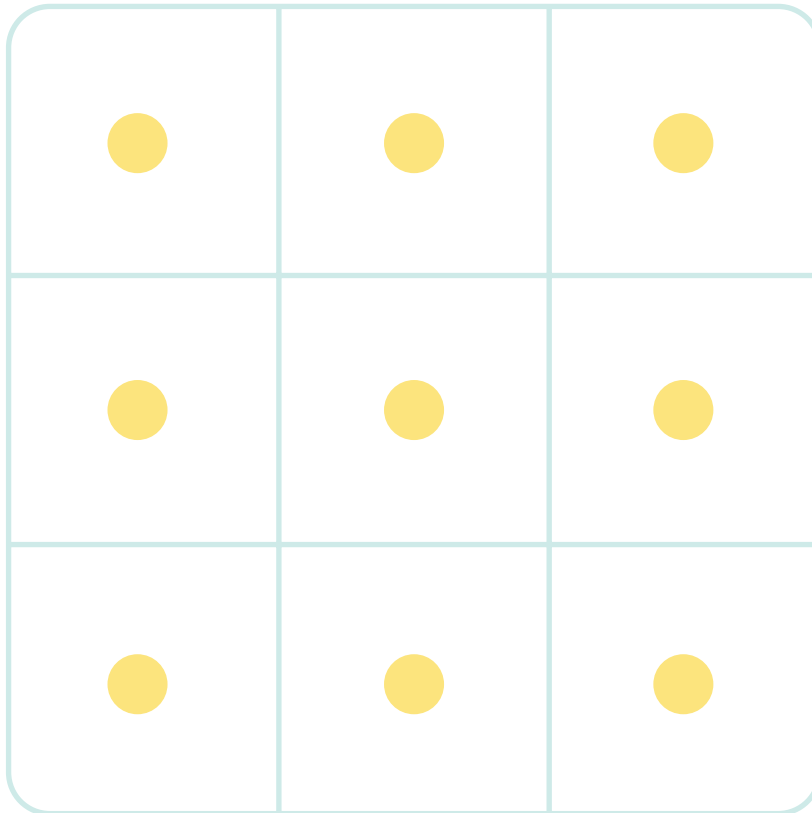
HANDOUT

VISUAL PUZZLE

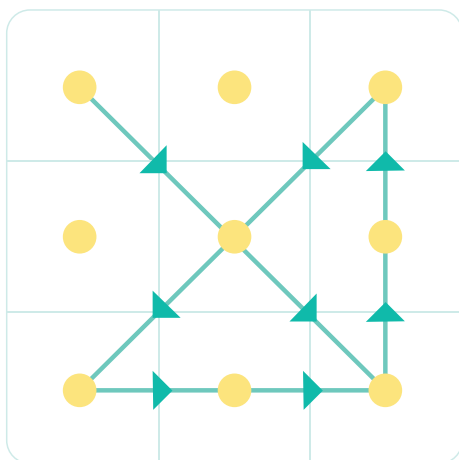


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Visual Puzzle 1



Solution





HANDOUT

VISUAL PUZZLE



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Visual Puzzle 2



POSTER



This page can be printed!





THEME 1

Personal Understanding & Self Awareness

2 Setting Goals



Specific Outcome

Can identify key milestones or barriers for achieving life goals.



Lesson Objective

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

1. Recognise the steps involved in setting goals.
2. Identify the types of goals they can pick.



Materials Needed

1. **Worksheet: Setting Goals** (one per student)
2. Paper and Pencils
3. Blackboard/Chalk or Flipchart/Marker (depending on resources)



Methodology

Start: Brainstorming

Learn: Individual Activity

Reflect: Sharing & Class Discussion



Duration

45 minutes



Keywords

Goals, attitudes



Information For The Teacher

If it is not possible to give each student a copy of the **Setting Goals worksheet**, then copy out the different types of goals onto the board/flipchart, and have the students follow along on a sheet of paper.



Start Brainstorming



1. Draw a circle on the board/flipchart, and write **'Reaching a Goal'** in the centre of the circle.
2. On one side of the circle, draw a plus sign (+), and ask the students:
 - What positive attitudes are required when working towards a goal?
 - Write their responses on the board/flipchart underneath the +. (Examples could include: not giving up; working hard; determination.)
3. Next, draw a minus sign (-) on the other side of the circle, and ask the students:
 - What negative attitudes should we avoid when working towards a goal?
4. Write their answers on the board/flipchart. (Examples could include: giving up; losing confidence; blaming others.)



Learn Individual Activity



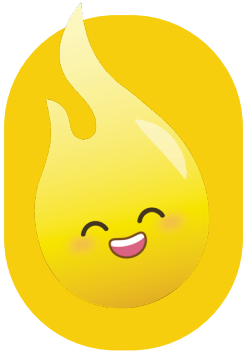
1. Give each student a copy of the **Setting Goals worksheet**, and a pencil.
2. Explain to the students that they will need to set a goal for each situation, and that they will need to outline three steps they plan on taking in order to achieve each particular goal.
3. As the students are working on their goals, walk around the class and offer help as and when necessary.



Reflect Sharing & Class Discussion



1. Ask the students to share some of their goals and steps. As each student does so, have the class discuss if the steps that have been planned are appropriate.



WORKSHEET



This page can be printed!

SETTING GOALS

For each goal you set in the following four situations, you will need to write down three action steps that you could do to help make the goal a reality.

A GOAL FOR SCHOOL: Something that you want to achieve academically. It could be better grades, to read more books, or to have a better relationship with a teacher.

My Goal

Three steps...

A GOAL FOR A RELATIONSHIP WITH A FRIEND: It could be a relationship that you want to improve, a relationship that you want to start, or anything that you feel would be worthy of a goal.

My Goal

Three steps...



A GOAL FOR A RELATIONSHIP WITH A FAMILY MEMBER: A relationship that you want to improve, or anything that you feel would be worthy of a goal

My Goal

Three steps...

A GOAL FOR GIVING SELFLESSLY: It is also important to have goals that help other people or the environment. This goal needs to be about you doing something without expecting anything in return.

My Goal

Three steps...



THEME 2

My Rights and Respecting Other's Rights

3 Our Rights as Children



Specific Outcome

Identify the barriers to fulfilling Children's Rights.



Lesson Objective

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

1. Know and understand their rights, as granted by the UN Convention on the Rights of the Child (CRC).



Materials Needed

1. Child-friendly CRC Handout (one set per student)
2. Paper
3. Pencils
4. Blackboard/Chalk or Flipchart/Marker (depending on resources)



Methodology

Start: Brainstorming

Learn: Class Activity & Image Theatre

Reflect: Sharing & Class Discussion



Duration

55 minutes



Keywords

Children's Rights, convention on the Rights of the Child



Information For The Teacher

Use the information from UNICEF to explain the CRC:

1. Unicef: Information for Children

<https://www.unicef.org.au/our-work/information-for-children>

To help you provide important information, you can also use this beautiful presentation:

2. Unicef Australia:

<https://issuu.com/unicefaustralia/docs/what-are-rights>.

Prior to the lesson, please make enough copies of the **Child-friendly CRC Handout** so that each student has one. You may copy the two sheets onto one paper to create a flyer.

Whenever possible, try to print double-sided black and white copies and use printed materials multiple times. Remind students to handle materials carefully and not to write on them - your aim is not only to minimise financial costs, but also to produce as little waste as possible and to reuse all materials sustainably.

Alternatively, you could divide the students into groups of four to five, and have them share. If this is not possible, pick 10–15 articles to explain to the students and provide examples.

Make sure you are familiar with the **Free Writing method** so that you may explain it clearly to the students for the Start activity.



DEFINITION

“Free writing” is a task when the students are expected to write continuously for a set amount of time, but without focusing on any particular skill. It’s a chance for them to indulge in the opportunity to be creative, without constraint – often giving confidence and a sense of enjoyment as a result.

Writing without being limited by their own writing skills (grammar, typos, etc.) can help students find their voice without worrying that someone will criticize them for an “imperfect” result. At the same time, this method encourages them to articulate their thoughts on a specific topic in a focused way and it can also strengthen their desire to read in their free time.



Start Brainstorming



1. Give each student a sheet of paper and a pencil. Ask them to work individually, and to use the Free Writing method to brainstorm a list of things all children need to be safe, happy and healthy. Be sure to discuss the differences between needs and wants before they start.

2. After five minutes, ask the students to share their ideas, and write these down on the board/flipchart.
3. Explain that this will be the class' list of Children's Rights.



Learn

Class Activity & Image Theatre



1. Give each student a copy of the **Child-friendly CRC Handout** flyer/set.
2. Read and review the articles as a class, and provide examples and further explanation as and where necessary.
3. When you have read through the handout, have the students compare the class' list of Children's Rights on the board/flipchart against the CRC list they have just read. Ask them:
 - What rights are the same?
 - What rights should we add to our list?
 - What rights should the CRC add?
4. Next, have the students form groups of four to five (if they haven't done so already).
5. Explain to the students that each group will be portraying a particular article from the CRC using the Image Theatre technique. Remind the students that they can only use their bodies to depict the CRC article, and that they cannot use any movement or sound.
6. Secretly assign each group an article from the CRC, and be sure to point out that they need to keep their assigned article a secret as the other groups will be asked to guess what it is.
7. Give the groups five minutes to discuss how they are going to portray their article.



Reflect

Sharing & Class Discussion



1. Ask the groups to present their assigned article, one by one.
2. After each presentation, have the rest of the class guess which article was depicted, and lead the students into a brief discussion, by asking the following questions:
 - Why is this important for children?
 - What is life like when this right is violated?
 - What is life like when this right is protected?

UNITED NATIONS CHILDREN'S RIGHTS CONVENTION

CHILDREN'S
RIGHTS



Article 2:

The Convention applies to everyone, whatever their race, religion, or abilities; whatever they may think or say; whatever/whichever type of family they come from.

Article 12

You have the right to give your opinion, and for adults to listen and take it seriously.

Article 27

You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.



Article 28:

Children have the right to education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthy nations should help poor countries achieve this.



Article 29:

Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures.



Article 31:

All children have the right to relax and play, and to join in a wide range of activities.

Article 32:

The Government should protect children from work that is dangerous, or that might harm their health or their education.

Article 33:

The Government should provide ways of protecting children from dangerous drugs.

Article 34:

The Government should protect children from sexual abuse. *(Make sure children are aware of this Right but do not have them act out a violation, instead have them act out No-Go-Tell. Tell the person No, Go away from the situation, and Tell someone they trust.)*



Article 35:

The Government should make sure that no child is abducted or sold.

Article 36:

Children should be protected from any activities that could harm their development.

Article 37:

Children who break the law should not be treated cruelly. They should not be put in prison with adults, and should be able to keep in contact with their families.

Article 39:

Children who have been neglected or abused should receive special help to restore their self-respect.

Article 38:

Governments should not allow children under 15 to join the army. Children in war zones should receive special protection.



Article 42

You have the right to know your rights! Adults should know about these rights and help you learn about them, too.





THEME 2

My Rights and Respecting Other's Rights

4

Real Relationships



Specific Outcome

Can develop and maintain good relationships with family and friends.



Lesson Objective

By the end of the lesson, the students will:

1. Have explored the characteristics of supportive relationships
2. Be able to identify positive and negative qualities in people, and how these affect others.



Materials Needed

1. **Supportive Relationship Worksheet** (one per student)
2. Pencils
3. Blackboard/Chalk or Flipchart/Marker (depending on resources)



Methodology

Start: Brainstorming

Learn: Individual Activity

Reflect: Class Discussion



Duration

45 minutes



Keywords

Supportive, positive, negative, assisting, comforting



Information For The Teacher

For the Learn activity, if you are unable to make enough copies of the **Supportive Relationship Worksheet**, have the students complete the task as a class, using the board/flipchart. If this is the case, you will have to read the definition of a supportive relationship to the class. Provide examples of the different characteristics to ensure comprehension:

- Assisting: house chores.
- Comforting: sick/sad.
- Interests: being encouraging.
- Having a genuine concern for each other's wellbeing: safety/happiness.
- Contributing to each other's success: achieving dreams and goals.
- Keeping each other from losing courage: providing motivation in challenging times/ when faced with challenges.

Furthermore, you will need to guide the students by having them follow along as you complete the worksheet on the board/flipchart.



Start Brainstorming



1. Write the following two headers on either side of the board/flipchart:

- **Positive Qualities**
- **Negative Qualities**

2. Have the students think about the positive and negative qualities in family members, friends, teachers, classmates, and neighbours. Stress the importance of identifying qualities, not specific individuals.

3. Ask the students what they have identified (together with whether it is a positive or a negative quality), and write these down on the board/flipchart. Encourage the students to think of creative words for each list. You may complete one list before beginning the next, or you may choose to do both at the same time, as the two lists are rather different. The following lists are examples of qualities the students may identify:





4. Have the students look at the positive qualities listed, and ask them:
- Is it important for you that the people who are closest to you have these? Why/Why not?



Learn Individual Activity



1. Remind the students of the things they identified in the previous lesson that make a good relationship. You may also refer to the **Positive Qualities** that were listed in this lesson's **Start activity**.
2. Give each student a copy of the **Supportive Relationship Worksheet** and a pencil.
3. Have the students first read the definition of a supportive relationship, which is written at the top of the sheet. Provide examples for each one (**see Note For The Teacher box above**).
4. Next, draw three body-shaped outlines on the board/flipchart. Use these to guide the students and have them follow along on their own worksheets.
5. In the head section of the silhouettes, have the students label each body with the names of people who they feel play a supportive, positive, and important role

in their lives. Explain that these people can be family members, friends, teachers, classmates, neighbours, or whomever the students feel is important to them.

6. Once they have done this, have the students write, inside the body of each silhouette, what they like best about that person.

7. Finally, underneath each silhouette, have the students write something encouraging that the person has said, and something thoughtful that the person has done for the student.

8. Be sure to point out, as they are doing this, that they will be asked to share their work with the rest of the class later.



Reflect Class Discussion



1. Ask the students to share their work with the rest of the class.
2. Once they have done so, explain to the students that we are all social animals, and that we are surrounded by relationships, some of which we are born with and some of which we develop as we go through life. Ask the students:

- Why is it important to have relationships with people?
- What relationships are we born with?
- What relationships do we develop?
- What are some of the positive relationships in your life? How do they make you feel?
- Do you feel supported in these relationships? What makes you feel like this?
- What are some of the negative relationships in your life? How do they make you feel?
- Do you feel supported in these relationships? What makes you feel like this?
- What can we do to ensure that we maintain positive relationships?

3. It is also a good time to talk about **“Consent”** with children as they have learnt about their rights and relationships. The idea of consent can be introduced by explaining to children that it’s **OK to say NO** if they do not accept something. You can use the following examples:

- It’s your body so you can decide who touches, hugs or kisses you.
- It’s OK to express that you do not wish to play with your friends politely.



VIDEO

Consent and Communication:
<https://www.youtube.com/watch?v=1wOqcU79Rh8>



NOTE TO TEACHER

Wellbeing and importance of social contacts during and after COVID-19

Togetherness is very important for people. The possibility to be together physically, but also mentally has proven to be especially important during and after COVID-19 pandemic. Being able to share our fears, concerns or pressures we feel is very important for adults and children alike.

The COVID-19 pandemic brought a complex array of challenges which had mental health repercussions for everyone, including children and adolescents. Grief, fear, uncertainty, social isolation, increased screen time, and parental fatigue have negatively affected the mental health of children. Friendships and family support are strong stabilizing forces for children, but the COVID-19 pandemic has also disrupted them. (Learn more about this topic here: <https://www.unicef.org/india/impact-covid-19-childrens-mental-health>).

Therefore, it is very important to dedicate some time to re-building relationships and supporting social skills of children.

You can use these activities:

1

ADDITIONAL ACTIVITY

1. Draw a rough outline of a person on a piece of flipchart paper or on the board. Divide our class into groups of between three and four students. Give each group a piece of flipchart paper and get them to copy the outline. You may choose to have the outline prepared in advance.
2. Ask each group to write or draw as many concerns or pressures that they think children of their age experience in all aspects of their lives. Each group should share their concerns with the rest of the class.
3. Ask the students the following questions:
 - Do many other children have the same concerns as you?
 - Do you think these are concerns of people who are your age or could they affect children of other ages?
 - Can you think of ways to solve this concern?
 - Can you think of people you could talk to about this concern?
4. Remind the students that there are people they can talk to. Refer to trusted adults, individuals in schools as well as people at home and the role of friends.

2 ADDITIONAL ACTIVITY

1. Explain to the students that to be a good friend, it is really important that the students are good listeners. Ask the students to pair up and stand/sit facing their partner.
2. Give out the first set of **instructions A & B** to the group, being careful that each pair doesn't see their partner's instruction. Photocopy the sheet and cut out the two prompt cards. One instruction for **Group A** is on something to talk about and the other instruction is for **Group B** on a way to listen. Ask the pairs to start following their instructions. Give them around three to five minutes to have the conversations as listed on the prompt cards.
3. Repeat this activity again but this time with reverse roles. Write them on separate sheets so the students aren't aware of what the instructions for the other group are.
4. After the allotted time stop the conversations and ask the following questions:
 - How did you know your partner wasn't listening?
 - How did it feel to be rude and not to listen properly?
 - Turning around the experience, what is it that the listener should have done to make the talker feel listened to?
5. Reflect with the students that **body language** (the way you sit, eye contact, asking questions and seeking clarification) are all parts of being a good listener.

PROMPT CARDS

Person A

Describe your last holiday to person B, or an event you have been to recently, they will have to listen for the next five minutes.

Person B

Your partner, person A, will tell you about a holiday or an event they went to recently. Listen for a minute or so then stop listening, look around you, avoid eye contact, fidget, interrupt them with questions or irrelevant comments and act like you are not interested.



WORKSHEET



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SUPPORTIVE RELATIONSHIPS

Having supportive relationships is important throughout our lives – not only in childhood.

A supportive relationship is a connection between two or more people that involves the following:

- **Assisting each other**
- **Comforting each other**
- **Having a genuine concern for each other's well-being**
- **Promoting each other's interests**
- **Contributing to each other's success**
- **Keeping each other from losing courage**

Find out who supports your parents/guardians. Ask them several questions and draw their **"supporting figures"** based on their answers.

1. Who plays a supportive role in your life?

Write the name inside the head of each silhouette below.



2. What do you like the most about this person/these people?

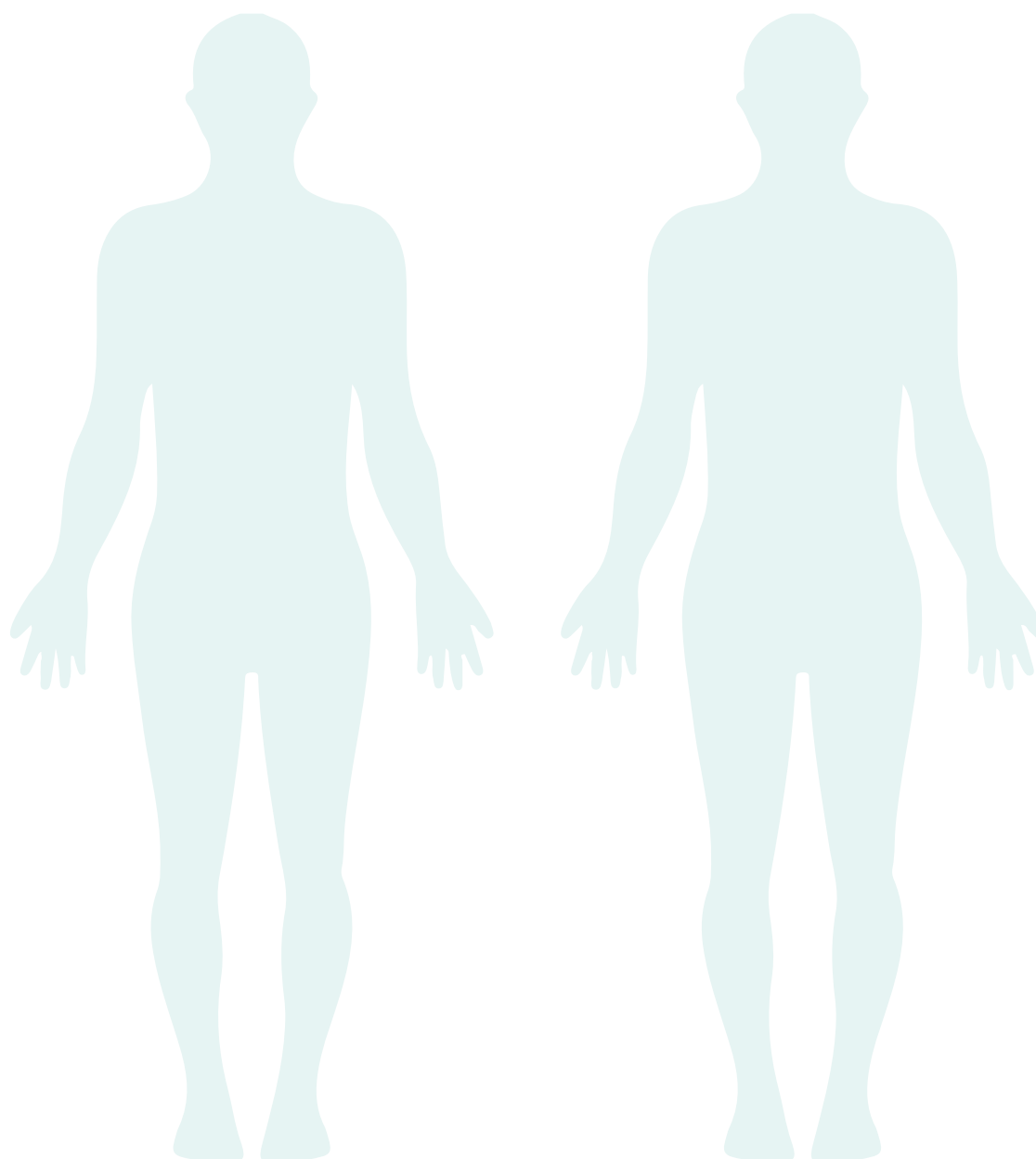
Write the characteristics inside of each silhouette in the next page.

3. What is:

Something encouraging that the person has said/would say to you.

Something thoughtful that the person has done/would do for you.

Write the answers underneath each silhouette in the next page.



Write the answers for question 3 here...



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ADDITIONAL WORKSHEET

SOMEONE I LOOK UP TO

Think about someone you admire (they can be alive or dead). Do a short research project on this person. You can also include any supplementary material!

You can get your parents/guardians do the same activity and answer these questions! Are you surprised by the person they look up to?

Name:

Date of birth:

Place of birth:

Nationality:

Occupation:

This person is famous for...

The steps to success: A brief history of their life (include at least 7 steps)

I admire this person because...



THEME 2

My Rights and Respecting Other's Rights

5

Gender Bias



Specific Outcome

Can analyse gender bias, and its impact in the family and the classroom.



Lesson Objective

By the end of the lesson, the students:

1. Will have a better understanding of the difference between Sex and Gender.



Materials Needed

1. Paper and Pencils
2. Blackboard/Chalk or Flipchart/Marker (depending on resources)



Methodology

Start: Brainstorming

Learn: Group Activity

Reflect: Class Discussion



Duration

50 minutes



Keywords

Sex, gender, girls, boys, bias



Information For The Teacher

During this lesson, please be aware of cultural sensitivities regarding gender roles. Although we want to challenge traditional ideas of gender roles, we can do so while being respectful of the cultural norms in our communities.

DEFINITION

Sex: The two main types of humans (and plants and animals) - male and female - as defined by their body functions.

Gender: Society's ideas of how men and women should act and behave.

This lesson depends on your class having a somewhat even distribution of males to females. If your class is overwhelmingly one-sided (for example 90% boys), disregard dividing the class by gender, and simply divide it into two. Furthermore, depending on the size of your class, you may find it necessary to divide these two groups into smaller groups, (i.e. four to five boys/girls/students per group).

NOTE TO TEACHER

During this lesson, please be aware of cultural sensitivities regarding gender roles. Although we want to challenge traditional ideas of gender roles, we can do so while being respectful of the cultural norms in our communities.



Start Brainstorming



1. Draw a line down the centre of the board/flipchart. Label one side 'Boys', and the other side 'Girls'.
2. Ask the students:
 - What are some of the differences between boys and girls?
3. Write their answers under the appropriate side.



Learn Group Activity



1. Divide the students into two groups – one with just boys, and one with just girls.
2. Have all the boys stand on the right side of the classroom, and all the girls stand on the left.
3. Give each group a sheet of paper and pencil. Have them discuss and write down the answers to the following group-appropriate questions:
 - **For Girls:** List some things that only girls can do. Name some of the things you have only seen your mother/female guardian do.

- **For Boys:** List some things that only boys can do. Name some of the things that you have only seen your father/male guardian do.
4. Explain that their answers could include activities, behaviours, jobs, games/toys, etc.
 5. After 10 minutes, have the groups switch their lists (if you have more than two groups, please ensure their lists are swapped with a group of the opposite sex).
 6. Once the lists have been exchanged, ask the groups to look at the lists they have been given, and to cross out the things that they (as the opposite sex) can do. Be sure to point out that it doesn't matter if they want to do those things, or even know how to do those things, what is important is the fact that they are to cross it out if it is physically possible for them, as the opposite sex, to do that particular activity.
 7. Give the students 10 minutes to do this.



Reflect Class Discussion



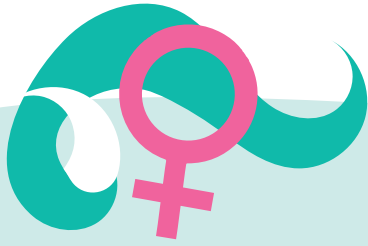
1. Divide the board/flipchart again, this time into three columns. Label the right column **'Boys'**, the middle column **'Both'**, and the left column **'Girls'**.
2. Start by asking the girls:
 - What are some of the activities you crossed off from the boys' list? (These would be the activities that the girls thought both sexes could do.)
 - Record their answers in the column labelled 'Both'
 - What are some of the activities you didn't cross out? (These would be activities they thought only boys could do.)
 - Record their answers in the column labelled 'Boys'.
3. Next, ask the boys:
 - What are some of the activities you crossed off from the girls' list? (These be the activities that the boys thought both sexes could do.)
 - Record their answers in the column labelled 'Both'.
 - What are some of the activities you didn't cross out? (These would be activities they thought only girls could do.)
 - Record answers in the column labelled 'Girls'.
4. Once you have done this, ask the students to explain why they crossed off/kept certain items.
5. Use their responses to re-examine some of the differences between boys and girls, and adjust the lists so that they accurately reflect the difference between Sex and Gender (for example, if **'cooking'** is in the 'Girls' column, it is clearly mislabeled and should be moved to the **'Both'** column).

6. Explain the difference between **Sex** and **Gender** (see **Note For The Teacher box in page 39**), and refer to the answers on the board/flipchart (plus more examples you may have) to help clarify your points.

7. Finally, lead the students into a discussion, using the following questions:

- What are common types of work both boys and girls can do?
- Does it matter if a boy does work that a girl is supposed to do?
- How do you feel about boys' roles and girls' roles?
- Where do we get these ideas of how boys/girls should behave?
- Who determines these biases?
- What can we do to change these biases towards girls and boys?





STORY TIME

How gender bias might be connected with the issue of water crisis.

According to [water.org](https://www.water.org) ([check source below](#)):

"Today, women around the world will spend a collective 200 million hours collecting water. In addition to time spent collecting water, millions may also spend significant amounts of time finding a place to go. This makes up an additional 266 million hours of time each day lost because they have no toilet at home.

Water collection and finding a safe place to go are major activities of the day for millions of women. They are left with little to no time for work, school or to care for family. Without water or toilets at home, women cannot live up to their full potential.

Girls who lack access to safe water and sanitation at home or at school face significant challenges. Compounded by the fact that their safety and health are at risk when they have no choice but to defecate in the open, menstruation poses another reason why girls in impoverished, water-insecure communities do not go to school. Access to water and sanitation changes this. If for instance in India, water and toilets were accessible to even 1% more girls in secondary school, the country's GDP would rise more than \$5 billion. Further, on a global scale, for every year a girl stays in school, her income can increase by 15-25%.

When women are empowered with safe water and toilets at home they are empowered to change their world. No longer burdened by the water crisis, they can care for their families. They can start small businesses, adding to their household income. They have the time and water to garden and cook food for their families. And, they no longer face unsafe situations when defecating in the open or walking to distant sources for water."

★ RESOURCE

[water.org](https://www.water.org)
<https://www.water.org/our-impact/water-crisis/womens-crisis/>

For more inspiration, watch this video:

Empower women
<https://www.youtube.com/watch?v=3ZiFxdO3f8&t=32s>

Discuss the following questions:

- Have you ever thought about this issue? How do you feel about it?
- Have you realized how many negative effects do these issues have on girls and women on their everyday life, but also on their future?





THEME 3

Savings and Spendings

6 Spending, Donating, Saving, and Investing



Specific Outcome

Understand how to make choices with regards to money, saving, spending, investing, and donating.



Lesson Objective

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

1. Define and distinguish between the different terms, Spend, Save, Invest, and Donate.
2. Explain the Opportunity Cost associated with each.



Materials Needed

1. **Worksheet: Finance Definitions Student** (one per student)
2. **Personal Finance Definitions** (reference sheet for teachers)
3. **Economic and Money Visual Organiser**
4. Paper and Pencils
5. Blackboard/Chalk or Flipchart/Marker (depending on resources)



Methodology

Start: KWL Chart

Learn: Class Discussion & Individual Art Activity

Reflect: KWL Chart



Duration

45 minutes



Keywords

Spend, save, invest, donate, opportunity, cost



Information For The Teacher

Prior to the lesson, please ensure you are familiar with the four key terms - Save, Spend, Invest and Donate - and that you have examples for each that relate to your context and that are clear for the students. When explaining Saving and Investing, make sure these ideas are linked to the concept of having a goal that you save or invest towards.

Also, please copy the **Economic and Money Visual Organiser** out clearly onto the board/ flipchart prior to the lesson so that the students may see it easily during the Learn activity. Again, please ensure you have local examples prepared for this in order to help the students understand/relate to it.

In the **Learn activity**, please use your local currency equivalent (to the €10 stated) in the scenario question provided.



Start KWL Chart



1. Display a €10 note and ask the students what they would do with €10 if it were given to them. Ask students if they ever receive gifts of money for holidays or special occasions. Discuss with them that they usually do with their own money. Note their suggestions on the board.
2. Have the students form pairs, and give each pair a sheet of paper and a pencil.
3. Draw a KWL Chart on the board/flipchart, as shown below, and ask the pairs to do the same on their sheets of paper.
4. Ask the students to define what they think the following words mean:
 - Spend
 - Save
 - Invest
 - Donate
 - Opportunity Cost
5. Write their answers in the first column, under '**Know**'.
6. Next, ask the students what they would like to learn today about these terms. Give them a couple of minutes to brainstorm questions about spending, saving, investing, donating and Opportunity Cost, and then write these down in the '**Want**' column. (For example: How much money should I save?)



VIDEO

Watch this:

We Gave Kids One Hour To Spend \$100
https://www.youtube.com/watch?v=m58_ky4kNvk



KNOW What do we already know	WANT What do we want to learn	LEARN What did we learn today

7. Inform the students that the last column, 'Learn', will be filled in at the end of the lesson during the Reflect activity.



Learn

Class Discussion & Individual Art Activity



1. Remind the students of what they've learned about wants and needs. Wants are desires for goods and services we would like to have. Needs refer to things we must have or "need" to survive, such as food, water, shelter, etc. Explain to the students that there are four different things they can do with their money. They can spend it, save it, invest it, or donate it.
2. Give each student a copy of the **Personal Finance Definition handout**, and a pencil.
3. Go through each definition with the students (using the teacher reference sheet as a guide), and give examples related to your context.
4. Discuss what role each of these terms plays in the students' lives by asking them the following questions:
 - **Spend:** What was the last thing you bought? What does your mother/ father/guardian buy everyday? What do they buy every week? What about every month?
 - **Save:** What have you saved for? Where do you keep your saved money? What are you saving for? What should you save for? How about your parents/guardians?
 - **Invest:** Where can we invest our money? How is farming like investing? How is going to school like investing?
 - **Donate:** Have you ever helped someone? Did you ever give (not lend) somebody money?

5. Show the students the **Economic and Money Visual Organiser**, and use local examples to help the students understand it better.

6. Ask the students the following scenario question:

You are walking down the street, and you find €10 (insert local currency equivalent) on the ground. Do you:

- A) Go to the store and buy sweets and snacks? (**Spend**)
- B) Give it to a homeless person? (**Donate**)
- C) Put it in your savings box? (**Save**)
- D) Buy a live chicken? (**Invest**)

7. Discuss the pros and cons of each situation, and then have the students vote on their top two choices, either by a show of hands or using the Vote With Your Feet method.

8. Next, explain the term '**Opportunity Cost**' to the students, using the information below:

- **Invest:** Where can we invest our money? How is farming like investing? How is going to school like investing?
- **Donate:** Have you ever helped someone? Did you ever give (not lend) somebody money?
- Show the students the **Economic and Money Visual Organiser**, and use local examples to help the students understand it better.

6. Ask the students the following scenario question:

You are walking down the street, and you find €10 (insert local currency equivalent) on the ground. Do you:

- A) Go to the store and buy sweets and snacks? (**Spend**)
- B) Give it to a homeless person? (**Donate**)
- C) Put it in your savings box? (**Save**)
- D) Buy a live chicken? (**Invest**)

7. Discuss the pros and cons of each situation, and then have the students vote on their top two choices, either by a show of hands or using the Vote With Your Feet method.

8. Next, explain the term '**Opportunity Cost**' to the students, using the information below:

DEFINITION

Opportunity Cost is the loss of other alternatives when one alternative is chosen. Or put another way: Opportunity Cost is what you have to do without when you choose to do A rather than B. For example: If you want to buy some chocolate/sweets using the money in your savings box (your choice A), then it will take you longer to save up to have enough money to buy your favourite toy (the Opportunity Cost).

9. Use the student's opinions from the scenario discussion above to help them understand Opportunity Cost further. For example:

- If you chose (A) as your first choice, your second choice would be known as your 'Opportunity Cost'.

10. Finally, ask the students to complete their Personal Finance Definitions handouts by illustrating each box.



Reflect KWL Chart



1. Have the students share their drawings with the rest of the class, and ask them to explain/discuss what they drew and why.
2. Review the questions the students posed in the Want column, and record their answers under the Learn column of the KWL Chart. If necessary, explain to the students that it is not always possible to answer every single question within the lesson's activities.

PARENT ENGAGEMENT ACTIVITY

1. Explain to the students that for most of the things we need and want in our lives it costs money. Sometimes it can leave us with very little to save, donate or invest.
2. Give each student a copy of the **Cost of Living Worksheet** and ask them to fill the same along with their parents.
3. Instruct them to identify creative and interesting ways to save money while they perform their routine activities.

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.



WORKSHEET



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PERSONAL FINANCE DEFINITIONS

Draw a picture or icon to illustrate these concepts:

Spend: Use money for something you want or need.

Save: Keep or put aside money for future wants or needs.

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

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

Spend

Save

Invest

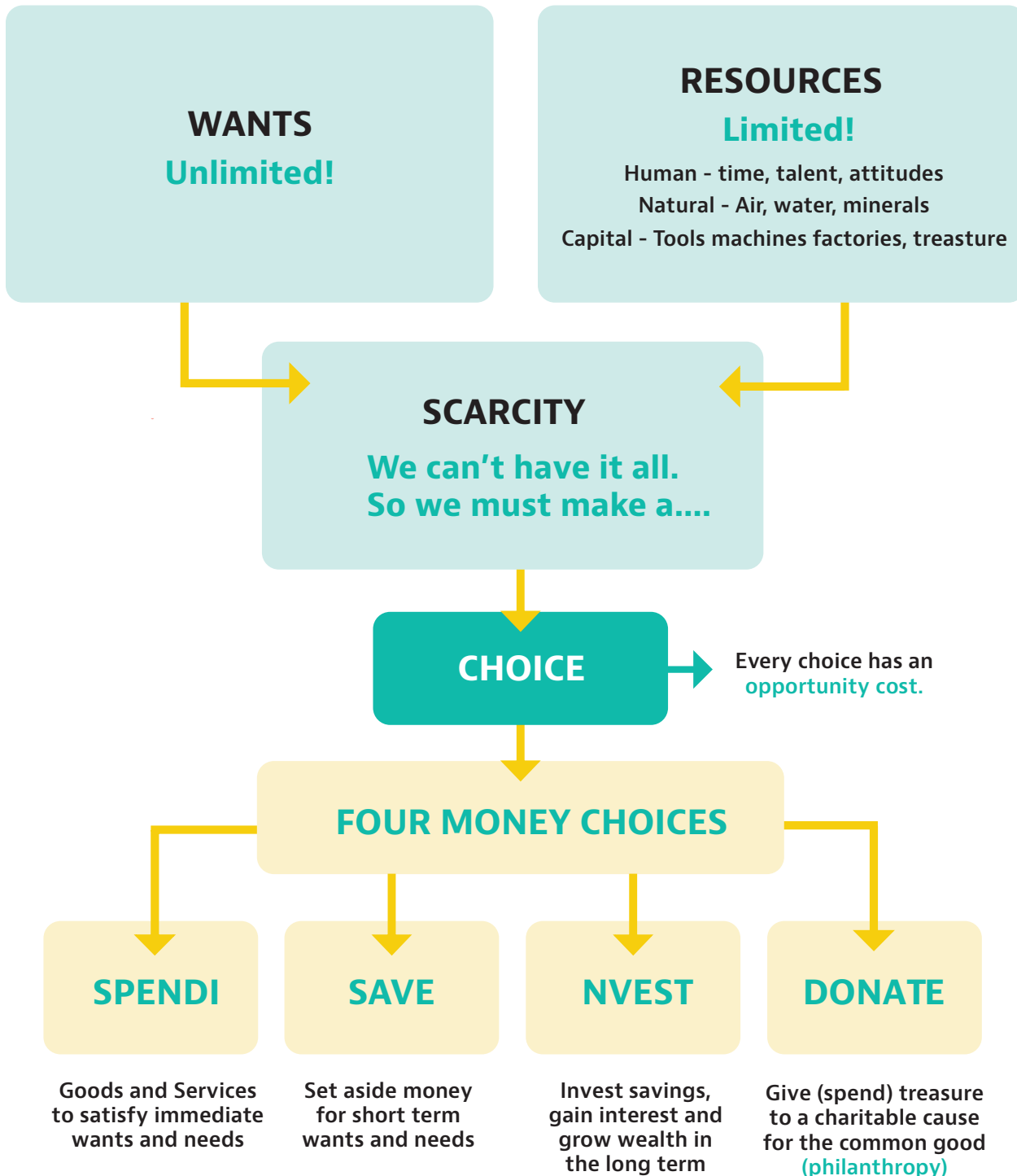
Donate



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TEMPLATE

ECONOMICS AND MONEY VISUAL ORGANIZER





WORKSHEET



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COST OF LIVING

Money is important for everything — it's hard to live without it! Have you noticed that too? Think of all the things you need to spend money on. It can leave very little for saving. Let's think about everything that costs us money!

A day in the life of...

Name: _____

Tick the box.

Activity		Costs Money
Having a shower		
Getting dressed		
Having breakfast		
Going to school by car		
Walking to school		
Having lunch		
Playing outside during break		
Going to music class		
Brushing teeth		



THEME 4

Planning and Budgeting

7 Making Choices with Money



Specific Outcome

Can create a personal budget, and know how to live within one's means.



Lesson Objective

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

1. Create a personal budget for an activity.
2. Compose a budget for their meals for seven days.



Materials Needed

1. **Menu Handout** (one per pair)
2. Menu Handout Example
3. **Restaurant Budgeting Worksheet** (one per pair)
4. **Menu Budgeting Table** (one per student)
5. Paper and pencils
6. Blackboard/Chalk or Flipchart/Marker (depending on resources)



Methodology

Start: Brainstorming & Individual Activity

Learn: Pair Activity

Reflect: Sharing



Duration

60 minutes



Keywords

Budget



Information For The Teacher

Prior to the lesson, please ensure you have a menu (such as the example provided below) with local foods and prices for the **Learn activity**. When setting the budget for this exercise (and in Activity with parents follow-up activity) in the blank provided in the instructions below, please use your local currency and a realistic amount of money that relates to your context. Be sure to walk around during the activity to help any pairs who need assistance with the meal planning, as well as the addition of the 10% service charge tip.

DEFINITION

Budget is a time-based spending plan that helps people keep track of money and reach financial goals.



Start Brainstorming & Individual Activity



1. Write the word '**Budgeting**' on the board/flipchart.
2. Ask the students:
 - What does this word mean? (Explain the term to the students, using the definition provided in the Note For The Teacher box above.)
 - What can we budget? (Write their answers on the board/flipchart.)
 - When is it important to plan for something?
 - What tools can help you plan?
3. Give each students a sheet of paper and a pencil, and have them make a list of their after-school activities.
4. Next, ask them to consider a timeframe for all of these activities (e.g. four hours a week). Once they have done this, ask them:
5. Can you get everything done in that amount of time?
6. Allow them to adjust their list based on their timeframe, and, whilst doing so, to consider if certain activities are more important to them than others. Have them prioritise their activities, and list them in order of importance.
7. Inform the students that this is an example of budgeting as it is budgeting their time. Explain that, by creating a list such as this, they have created a table to help them visualise their thoughts. Explain that budgeting, whether it is time or money, helps people to keep track of what they have, and helps them in making choices.



Learn Pair Activity



1. Have the students form pairs.
2. Give each pair a copy of the Menu handout you have brought in/created, and a **Restaurant Budgeting worksheet**.
3. Explain that, to manage their money, the students will create a sample plan on how they will use their money for a meal. Inform them that their plan can be changed as they consider the effects of the choices they have made. However, if they do make changes, they need to remember to adjust other areas of their budget to keep it balanced and **prevent overspending**.
4. Inform the students that they have a budget of (add your local currency here and a realistic amount of money that relates to your context) to buy lunch for themselves and their partner. Both meals need to include a main dish, dessert, and drink.
5. Explain that they are to look at the **Menu**, and to write their choices on the Restaurant Budgeting worksheet. Once they have done this, have them calculate their total bill with and without a 15% service charge tip. Ask the students:
 - Did you stay within your budget before the service charge was added?
 - Did you stay within your budget after the service charge was added?



Reflect Sharing



1. Have some of the pairs share their budget plans with the rest of the class.
2. Have the students analyse the challenges they felt when making their budgets, by asking them:
 - What were the challenges?
 - What did you have to struggle with?
 - How many times did you have to adjust your budget before you could balance it?
 - Would it have been easier or harder if you had more/less money to spend?
3. Point out that budgeting is not an easy task, and that several attempts and compromises need to be made before a balanced budget is reached.
4. Finally, ask the students:
 - Why should we make budgets?

PARENT ENGAGEMENT ACTIVITY

1. Give each student a copy of the **Menu Budgeting Table worksheet**, and ask them to create a weeklong menu plan for their family with the help of their parents/guardians.
2. The task of parents/guardians will be to help them find the cost and pricing for the different food items that they will have in their menu. Give the students a budget of ... (insert local currency and a realistic amount that is relevant to your context) per family member.
3. Explain that this means if they have three family members, they can spend (your given budget multiplied by three), four family members (your given budget multiplied by four), and so on.
4. Explain that each menu plan must include breakfast, lunch and dinner, as well as the cost for each meal. Inform the students that they may summarise their budget using the Menu Budgeting Table worksheet, or create a display of their own.
5. Finally, ask them to include what they intend to do with any money they might have remaining.



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HANDOUT

MENU CARD

Please note that this is just an example, and that you should use one that has local foods and prices in your own currency for the exercise.



Menu



Appetizers

Chips n' Cheese €4.00
Fresh Fruit Bowl €3.00

Sides

French Fries €4.50
Veggies with Dip €2.50

Main Dish

Hamburger €4.50
Hamburger with cheese €5.00
Pizza €4.00
Grilled Cheese €3.00
Hotdog €2.50



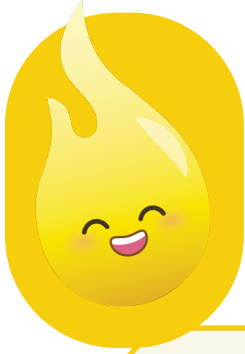
Dessert

Ice Cream Sundae €3.00
Pie €2.00
Pie with Ice Cream €3.00
Cake €2.00

Drinks

Pop €1.00
Juice €1.00
Milk €1.00
Shakes €2.00





WORKSHEET



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MENU BUDGETING TABLE

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Breakfast							
Cost for Meal							
Lunch							
Cost for Meal							
Lunch							
Cost for Meal							
Cost for Meal							
Cost for Meal							



WORKSHEET



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RESTAURANT BUDGET

Select one main dish, one dessert and one drink for yourself and your friend's lunches.

Name: _____

Student A

Ordered	Price
Main Dish:	
Drink:	
Dessert:	

Total

Student B

Ordered	Price
Main Dish:	
Drink:	
Dessert:	

Total

Grand Total

Savings

★ TIP

You need to tip the server. Add 10% service charge to your grand total. What is your bill now?



THEME 4

Planning and Budgeting

8 Acting Out Choices



Specific Outcome

Learn about their own consumption habits, as well as those of their family, and how these habits make an impact on society.



Lesson Objective

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

1. Evaluate their consumption habits, as well as those of their family.
2. Reflect on the impact that these habits may have on society.



Materials Needed

1. Paper and Pencils
2. Coloured pencils/pens/crayons
3. Blackboard/Chalk or Flipchart/Marker (depending on resources)
4. **Wise Water Usage Poster**



Methodology

Start: Class Discussion

Learn: Group Art Activity

Reflect: Sharing & Class Discussion



Duration

45 minutes



Keywords

Consumption



Information For The Teacher

This lesson will cover water usage. Please be sure to allocate some time one week later to allow the students to share their Follow-up Activity – i.e. how their water saving campaign is going at home, and what improvements they have made/observed. Also, discuss the challenges they faced in implementing the Save Water Campaign and making changes to their habits.

★ RESOURCE

Prior to the lesson, please read for more information and tips on how to conserve water

<http://wateruseitwisely.com/100-ways-to-conserve/>



DEFINITION

Consumption: to use up or utilise goods or resources.



Start Class Discussion



1. Ask the students:
 - What are different ways we use water everyday?
2. Record their answers on the board/flipchart (examples could include: washing, bathing, watering plants, drinking, etc).
3. Next, ask the students to estimate how long it takes them to bathe every day (explaining that '**bathe**' here means washing, not necessarily having a bath), and to then estimate how long it takes for each member of their family to bathe by having them multiply their bathing time by the number of members in their family. For example:
 - Student bathing time = 5 minutes
 - Family members in household = 5
 - Household bathing time = 5 minutes x 5 family members = 25 minutes in total
4. As the students are calculating this, write down '**100 minutes**' on the board/flipchart (this number can be adjusted based on the number of students in your class).

5. When they are ready, ask the students to imagine that, everyday, their town/village only has 100 minutes' worth of water to bathe with.

6. Have the students call out, one by one, how long their household takes to bathe, and tally these up on the board/flipchart. Once you have reached 100 minutes, stop. Inform the class that every student who hasn't been called on yet has no more water available to them to bathe with. Ask the students:

- How do those of you who have no water available to you feel?
- What can we do to ensure that everyone can bathe?

7. Use this discussion to introduce the idea of consumption (see definition in **Note For The Teacher box in page 60**), and the consequences of overuse.



Learn Group Art Activity



1. Have the students form groups of three to four, and give each group a sheet of paper, a pencil, and some coloured pencils/pens/crayons.

2. Explain that each group will be creating a water conservation poster for the school.

3. Have the students start by brainstorming ideas.

4. Ask them the following questions, and list their answers down on the board/flipchart:

- Name the ways that water is used in school (for example, cleaning, toilets, etc).
- Name the ways that water is wasted in school.
- Name some ways to save or recycle water.

5. Now, have the students work on creating their posters. Inform them that each poster must include:

- How water is wasted around school.
- What actions students can take to save/recycle water.
- The consequences that occur if we do not conserve water.



Reflect Sharing & Class Discussion



1. Have the groups share their posters, one by one, with the rest of the class.
2. Finish off by reiterating the importance of reflection not only in water consumption habits, but also in other things in life, such as spending, saving, donating and investing.

PARENT ENGAGEMENT ACTIVITY

1. Ask the students to observe, and note down, their **family's water consumption** habits at home, and to take action to improve and save their water consumption.
2. Ask them to:
 - Reflect on how water is used in their homes. Does it get wasted? If so, how? (For example, do they turn the tap off whilst brushing their teeth?)
 - Do they only drink half a glass of water even though they fill it to the top?)
 - Consider how and where water can be saved.
 - Come up with alternatives to improving their household's **water usage habits**.
 - Hold a family meeting to discuss their observations regarding water consumption, and to discuss with their family the negative effects of wasting water and the importance of saving water.
 - **Design a Water Saving Pledge** for the family, which lists ways in which they can save water consumption in the house, and have everyone sign it.
 - **Make Water Saving Reminders** (together with their siblings), and place these around the house, near the sink, by the toothbrushes etc, as a way to remind everyone to use water carefully.

WISE WATER USE



get energy labeled washing machine & wash full loads

turn off tap while washing dishes



take quick showers



turn off tap while brushing and washing your hands



or use a bucket instead



install toilets that use less water per flush



reuse water from A/Cs to water plants & use plants that require less water



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

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

ORGANIZING COMMITTEE

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. The 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.

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.

GUIDELINES FOR GUEST SPEAKERS (IF ANY):

- **A guest speaker is a person to give a speech in a gathering.** Try also to invite people living with disabilities who are working. They can also be parents, gardener, sweeper, vegetable vendor, salesperson, manager etc.
- Finalize and invite the guest speaker at least a week before. Give a courtesy reminder to the speaker a day before the event.
- Inform the speaker about date, time, venue and audience.
- You can also give a brief to them about what is expected from them on the Aflatoun Day.
- You may also share if any dress code is needed (optional)
- 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. Pre-plan and organize an event.
2. Demonstrate their learnings.
3. Set goals with growth mindset
4. Recognize various school subjects that are used at the workplace.



Materials Needed

1. Thank You Card and/or Gift for the guest(s)/ parents (prepared by the students)
2. Board
2. Worksheet: My Subject, My Career
3. Aflatoun Certificates



Methodology

Start: Interactive Session

Learn: Individual Activity and Sharing

Reflect: Sharing and Celebration



Duration

60 minutes - 120 Minutes



Keywords

Career, celebration, learning, growth mindset, subjects



Information For The Teacher

Students should lead this session. Try involving them in activities such as class/ space decoration or thanking the guest speaker. You might experience that the session is not going as planned in front of the guest speaker/parents; pause and 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. Decorate! Make sure your classroom displays as much of the students' Aflatoun work as possible.
- 2. Invite!** Inform and invite the school principal, colleagues, students from other classes, and parents/guardians to the celebration, if possible.
- 3. Snap!** Take as many photos and as much video footage as possible during the day. Don't forget to request parental/guardian permission.
- 4.** You may also display student worksheets and Aflatoun books (optional).



Start Interactive Session



- 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 a student facilitator. Ask the students to ponder upon the following question:
 - What career do you wish to pursue?
 - Make a list of up to three careers you are interested in.
- 4.** Let students think independently and in the meanwhile distribute the **My Subject, My Career Worksheet**.



Learn Individual Activity and Sharing



1. Invite a few students to share their answers and focus on careers they wish to pursue.
2. If students have no career ideas encourage them to identify the careers that inspire/excite them.
3. Instruct the students to fill the worksheet and encourage the staff/guests to join the students in the activity. You may give examples like if a student wishes to study business management the career options, they can explore are administrator, event planner etc.

★ TIP

If you have access to the internet, you may use the Option Choices Tool that displays the career options with respect to the subject chosen.

<https://www.myworldofwork.co.uk/tools/option-choices>



5. Post worksheet completion, ask the students if they were choosing the right subjects for their careers or if they recognized that they need to gather more information to make informed choices.
6. Invite the guest speaker/ staff/parent to share their career journey and challenges.
7. Based on the context, share the hot jobs for future with students and encourage them to explore about the same.
8. To make the activity interesting, you can ask students who wish to be doctors to raise hands, who wish to be astronauts to raise both hands and so on. This will let students identify the commonalities and differences amongst the class.



Student Reflection Sharing



1. Student facilitator invites a couple of volunteers to share their answers from 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 in Aflatoun Corner.

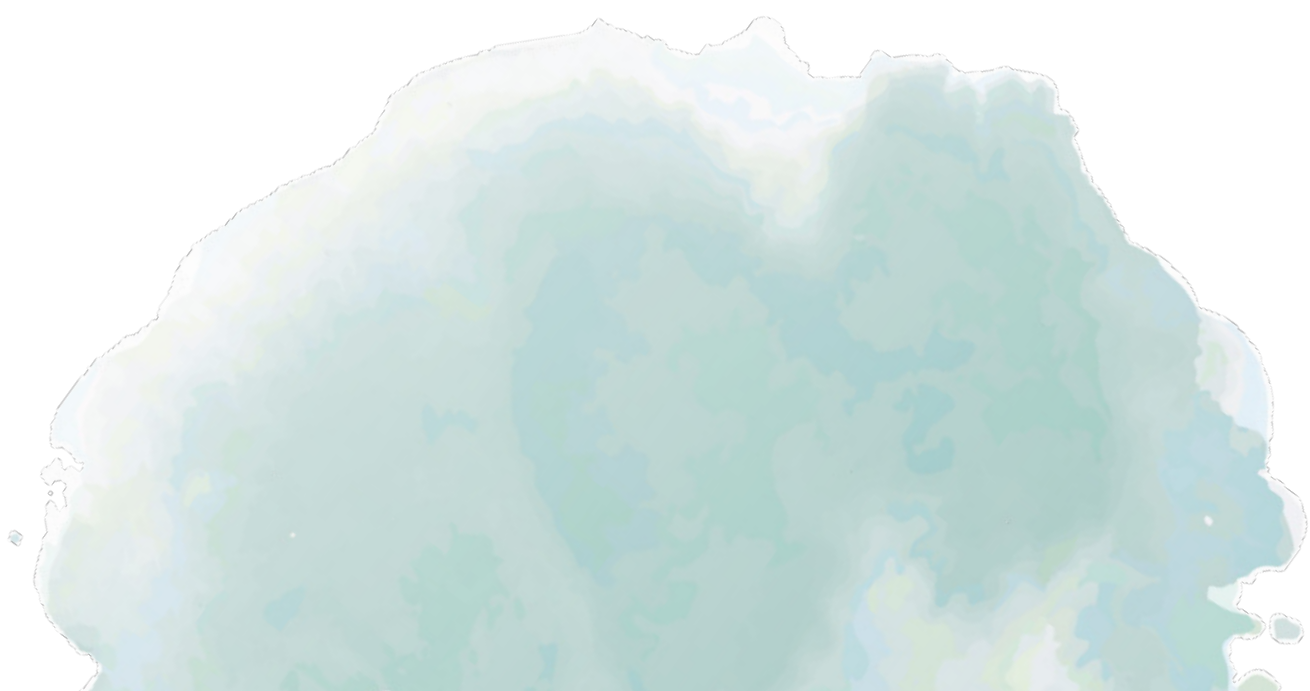


Reflect Sharing and Celebration



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 speakers/parents/staff to distribute the certificates amongst the children.

Congratulations! We completed the workshop!





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WORKSHEET

SCHOOL SUBJECTS IN THE WORKPLACE

List a career and the school subject needed for that career. Provide a short description of what people do in that career (we have provided one example to help start you off).

Career

Subject

Descriptio

Dentist

Science

*Check people's gums
and teeth.*



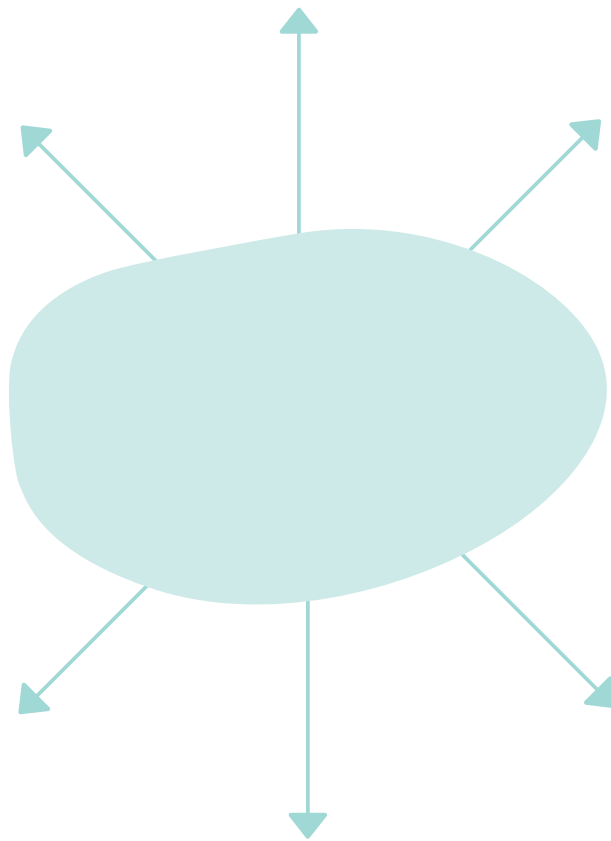
WORKSHEET



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MY SUBJECT, MY CAREER

1. Pick one subject that is your favourite at school, and write it in the circle below.
2. Next, think of all the possible careers you can have with your favourite subject, and write these around the circle, with a line linking the subject in the circle to each career.





★ CONGRATULATIONS
5



This is to certify that

has successfully completed
Year Five of the Aflatoun Programme

Teacher's Signature:



BONUS SESSIONS





THEME 2

My Rights and Respecting Other's Rights

1

Our Different Views



Specific Outcome

Listen to, and respect, different opinions, and the ideas and beliefs of others.



Lesson Objective

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

1. See that people have different views, likes and dislikes.
2. Understand that people with differences can still be respected.



Materials Needed

1. Story: **The Outing**
2. **Worksheet: We Are Same And Different** (one per student)
3. **Venn Diagram** (one per pair)
4. Paper and Pencils
5. Blackboard/Chalk or Flipchart/Marker (depending on resources)



Methodology

Start: Class Discussion

Learn: Story & Individual Activity

Reflect: Pair Activity



Duration

45 minutes



Keywords

Opinion, dislikes



Information For The Teacher

In the **Reflect activity**, you may choose to draw the **Venn Diagram** on the board/ flipchart, and have the pairs copy it onto a sheet of paper if you wish, rather than making copies of it per pair.

Help students understand the importance of respect in the diverse societies we live in.

If we want our societies to thrive, we need to be able to respect people around us. Respect means to show concern and consideration for others and/ or property. It involves behaviours that help people feel calmer, safer, friendlier, and more cooperative.



Start Class Discussion



1. Lead the students into a brief discussion by asking them the following questions:
 - Have you ever been made fun of because of the way you look, dress, or the ideas you have?
 - Is it okay if your friend has a different opinion than you?



Learn Story & Individual Activity



1. Read the story, The Outing to the students.
2. When you have finished, ask the students the following questions:
 - How do you think Sinta felt about being called 'Four Eyes'?
 - Why did Toto make fun of Sinta?
 - What happened at the end of the story?
 - Is it important to be friends with the same culture? Why?
3. Next, give each student a copy of the We Are Same And Different worksheet and a pencil, and give them five minutes to work individually to fill it out



Reflect

Pair Activity



1. Have the students form pairs, and give each pair a copy of the Venn Diagram handout, and a pencil.
2. Inform the students that they will need to discuss the answers they gave in their **We are Same and Different worksheet** with their partner, and then write their answers down in the Venn Diagram as so:
 - Student A will write his/her answer in the left circle.
 - Student B will write his/her answer in the right circle.
 - If both students gave the same answer, they will record that in the overlapping (middle) section.
3. When they have done this, ask the students the following questions:
 - How many similar answers did you have with your partner?
 - Does it matter to you that your partner has different answers?
 - Were you listening carefully to your partner when he/she was giving his/her answer?
 - If your partner had a different answer, did you make a comment?
 - Did you make fun of your partner for having different opinions?
 - Can you be friends with people who have different likes and dislikes?
 - Can you be friends with people who have different opinions than you?
 - Why is it important to respect people's opinions?



THE OUTING

Sinta was a shy but clever girl. She couldn't see too well, and had worn glasses for as long as she could remember. And again, for as long as she could remember, some of her classmates had habitually picked on her and made fun of her big glasses.

The worst thing was that Toto had started calling her 'Four Eyes', and as he was a very popular member of the class, the nickname stuck. Now everyone knew her as Sinta Four Eyes. She acted like she didn't mind, but in fact Sinta couldn't stand it.

One day, the class went on a school outing to visit some famous caves. The children were walking towards the caves, when Toto put his foot in a hole and slipped. While falling, he grabbed onto Sinta, who was walking next to him, and both fell down the hole, out of sight.

After some time, they landed in a very big dark, cave. All that could be seen was a single ray of light coming from the cave roof, many metres above, and some tree roots and trunks, which had fallen through the hole. Sinta and Toto shouted for help, but no one came. Crouched together in the deathly cold of the cave, they endured the darkness together.

Hours later, they still hadn't been found. Toto continued shouting for help, and he used the meagre morning light coming through the cave roof to look for a way out, but he found nothing and started feeling scared.

At midday, Sinta noticed that the ray of light was descending from the hole in a straight line, and landing on the floor in front of her. Quickly, she took a small piece of wood that had fallen into the cave, and, using her glasses as a magnifying glass, she focused the ray of light onto the wood until a little flame sprang up. Now she had a torch. Toto watched all this with surprise and excitement. He grabbed some more branches, and off they went together, to explore the cave.

It took them some time, and they had to burn quite a few torches, but finally they found a way out. Amid hugs and cries of relief, Toto gave Sinta his heartfelt thanks.

He knew that she couldn't stand people calling her Four Eyes, and now he regretted having given her that name. Especially seeing that it was her glasses that had saved them both. When they met up with the search party, Sinta and Toto were faced with a barrage of questions from the police and journalists. Toto told them: "What a stroke of luck I had! I could not have been with a better fellow adventurer than Laser Light Sinta!"

Toto told everyone what had happened, and from that day on, the school no longer had a Four Eyes. But don't ask how many Laser Light kids there are, because there certainly are quite a few!



WORKSHEET



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WE ARE SAME AND DIFFERENT

Questions	Answers
Where were you born?	
How old are you?	
Do you work?	
Does your mother work?	
Which do you prefer - dogs or cats?	
Which is your favourite holiday or festival or celebration?	
What is your favourite food/dish?	
Do you believe in God? Why? or why not?	
Do you believe in Heaven? Why? or why not?	
Do you believe children should go to school?	



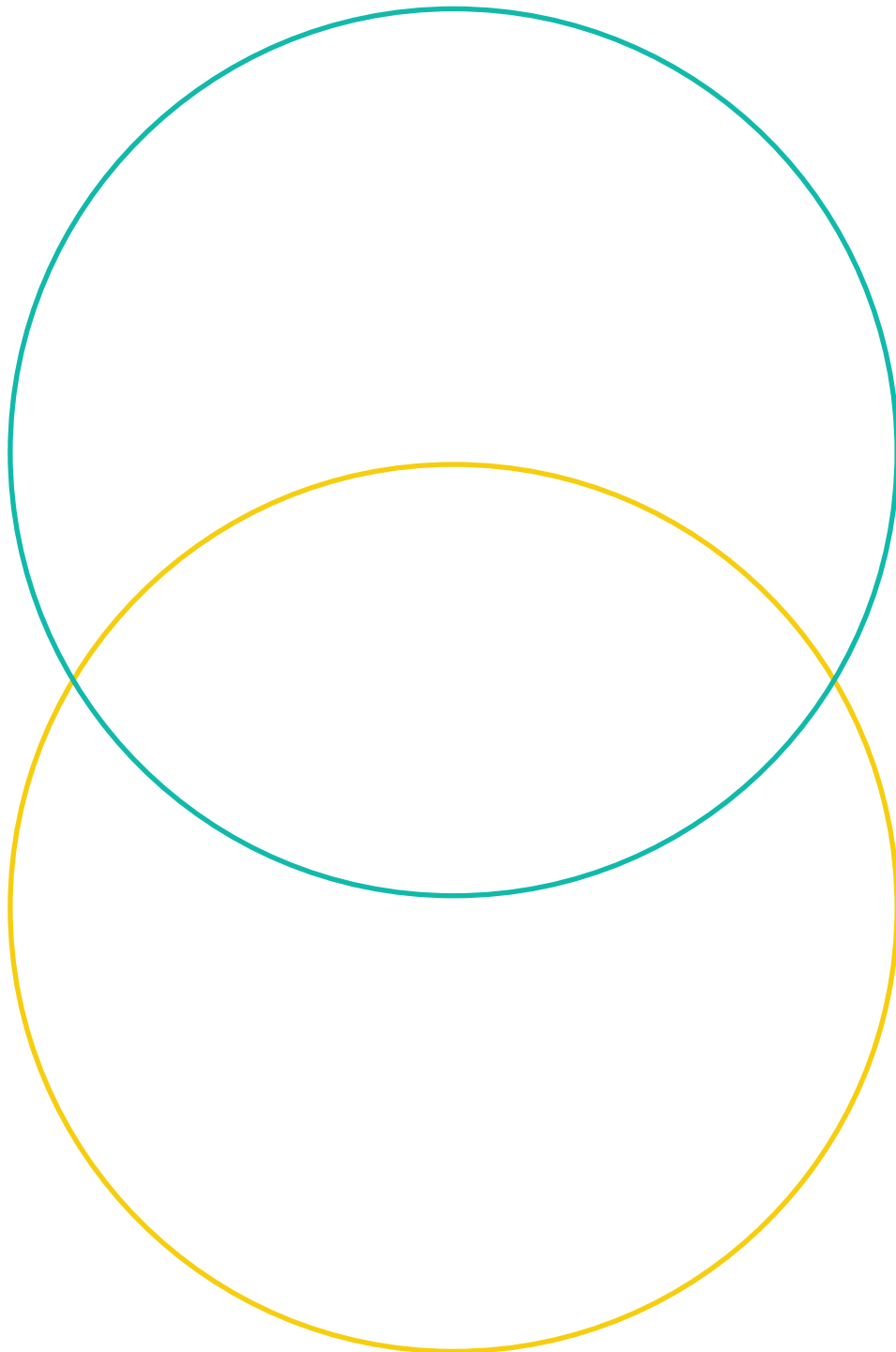
WORKSHEET

VENN DIAGRAM



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Refer to **We are Same and Different Worksheet** to complete the diagram.





THEME 2

My Rights and Respecting Other's Rights

2

Water Sources



Specific Outcome

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



Lesson Objective

By the end of the lesson, the students:

1. Can identify the different water sources in their community.
2. Will know the purpose of the different water sources used in the community.
3. Can make a distinction between safe and unsafe drinking water sources.



Materials Needed

1. Paper
2. Coloured Pens/Pencils/Crayons
3. Blackboard/Chalk or Flipchart/Marker (depending on resources)



Methodology

Start: Brainstorming

Learn: Pair Art Activity

Reflect: Sharing & Class Discussion



Duration

55 minutes



Keywords

Sources, hygiene, unsafe water



Information For The Teacher

Prior to the lesson, please ensure you familiarise yourself with the local situations regarding water safety and distribution. For example, is water readily available, what are the different water sources, is there an existing local organisation for water management, etc.

To create a broader picture of the situation, you can use these notes:

- **Four billion people** — almost two thirds of the world's population - experience severe **water scarcity** for at least **one month each year**.
- **Over two billion people** live in countries where water supply is
- **inadequate**.
- **Half of the world's population** could be living in areas facing water scarcity by as early as **2025**.
- Some **700 million people** could be **displaced** by intense **water scarcity** by **2030**.
- By **2040**, roughly **1 in 4 children** worldwide will be living in areas of extremely **high water stress**.

In the Learn activity, determine a few local landmarks in the community that the students are to include in their maps. Note: If there are factories, slums, farms, or major construction projects in the area, make sure these are also included in the maps as this will make the second part of the activity easier.

When explaining the different sources of water pollution to the students, please feel free to add any more you can think of/that are relevant to your context. Every community should have at least two of these, which is enough for the purposes of this lesson.

You can find more information here: **Water Scarcity**

<https://www.unicef.org/wash/water-scarcity>



Start Brainstorming



1. Ask the students:

- What do we use water for?

2. List their answers on the board/flipchart (Examples could include: drinking, cleaning, cooking, washing, farming, etc.)

3. Next, ask the students:

- Where do we get our water from?

4. List their answers on the board/flipchart (Examples could include: rivers, lakes, water tower, wells, rainwater, etc.) If the students are having trouble, guide them by asking what the water sources are in their community.



Learn Pair Art Activity



1. Have the students form pairs. Give each pair a sheet of paper and some coloured pens/pencils/crayons.
2. Explain to the students that they will be drawing a map of their community. Inform them that each map should include:
 - The school.
 - Both students' houses.
 - Other local landmarks (as determined by you).
 - Any factories, slums, farms or major construction projects.
 - The different sources of water in the community (inform the students that they may refer to the list on the board/flipchart from the Start activity for help).
 - 'Pipes' that lead from the water sources to their homes and the school.
3. As they do so, walk around the classroom, and help if and where necessary.
4. After 10 minutes, ask the students to stop.
5. Explain the different **sources of water pollution** (below) to the students, and write them on the board/ flipchart.
 - Air pollution (by way of rainwater).
 - Trash/litter in bodies of water.
 - Sewage (waste water from homes: toilet water, dish water, laundry water, bath water, etc.).
 - Agricultural chemicals (fertilizers, pesticides).
 - Animal faeces.
 - Human faeces.
 - Chemicals dumped by factories.
6. Once you have explained these sources to the students, have them mark potential sources of contamination on their maps. As they do so, ask them the following questions:
 - How many of these do we see in our community?
 - Which of the sources on your map could become dirty?
 - Look at the water pipes you drew—are they near any of these pollutants?
 - Which of your sources does rainwater refill?
 - Do any of you know of toilets near water wells?
 - Which of these sources do animals also use?
 - Have you, or anyone you know, gone to the bathroom near these sources?



Reflect

Sharing & Class Discussion



1. Ask a few pairs to share their maps with the rest of the class.
2. Lead the students into a discussion by asking them the following questions:
 - What are some of the biggest causes of water contamination in your community?
 - What are some things you can do to prevent your water from getting dirty?
 - Are there any parts of your community where the water might be more polluted? Why?
 - How clean is the water here at school?
 - What can happen to us if we use dirty water?
3. Hang the students' maps up on the classroom wall if there is space.

Try this!

★ RESOURCE

This might be a good time to start the "water crisis" conversation with the students. Use this video to introduce the topic:



Water is everything
<https://www.youtube.com/watch?v=UwEE4Fh2Hj8&t=43s>



You can find information useful for your discussions here:
<https://water.org/our-impact/water-crisis/>

FACTS

- Women and girls spend **200 million hours every day** collecting water
- Women and girls spend **266 million hours every day** finding a place to go
- **Every 2 minutes** a child dies from a water-related disease
- **3rd** leading cause of child death is diarrhea
- **1 in 3** schools lacks access to basic water and sanitation
- Universal access to basic water and sanitation would result in **\$18.5 billion** in economic benefits each year from avoided deaths alone
- **\$260 billion is lost** globally each year due to lack of basic water and sanitation

Try this!

Discuss the following questions:

- How would life be different for you if you didn't have safe water to drink in our home?
- Can you make a list of all the ways we use water throughout the day? (e.g., brushing teeth, bathing, washing dishes, etc.)
- How would you feel if you had to spend hours walking every day to get water to use at home?
- Imagine having to spend so many hours getting water that you didn't have time to go to school. How would that make you feel?
- What if there wasn't enough clean water to wash your clothes or have a bath/take a shower? How would you feel? And how would you feel about going to school or anywhere else in dirty clothes?



ADDITIONAL ACTIVITY: DIRTY WATER



Specific Outcome

Understand how actions and activities make an impact on the environment (from small actions to larger issues, such as factories and pollution).



Lesson Objective

By the end of the lesson, the students will:

1. Describe water pollution.
2. Compare clean and dirty water.
3. Describe the importance of clean water for daily use.



Materials Needed

1. Pencils and Paper
2. Coloured pencils/pens/crayons
3. Blackboard/Chalk or Flipchart/Marker (depending on resources)



Methodology

Start: Class Discussion

Learn: Group Art Activity

Reflect: Sharing and Class Discussion



Duration

45 minutes



Start Class Discussion

1. Have the students recall what they learnt about the negative effects of contaminated water from activity Water Sources. Ask them:
 - Why is it important to use clean water?
2. Make a list of ways that water becomes polluted on the board/flipchart. Examples could include: garbage, it is used by animals, smoke from cars, smoke from factories, cigarettes.



Learn

Group Art Activity

1. Have the students form groups of four to five, and give each group two sheets of paper, a pencil, and some coloured pens/pencils/crayons.
2. Have the students work in their groups to make a list of living things that are affected by polluted water (e.g., plants, animals, human beings, etc.) on one of their pieces of paper.
3. Next, ask the groups to make a poster showing how polluted water affects living things and the nature in their community. Alternatively, they can create a poster depicting how water pollution affects human's health and well-being.



Reflect

Sharing and Class Discussion

1. Ask the groups to share their posters, one by one.
2. When they have done so, lead the students into a discussion, by asking them the following questions:
 - How does polluted water affect our environment?
 - Why is it important to have a clean environment?
 - Why do we need healthy living things, such as plants and animals?
 - What can we do to prevent water pollution?





THEME 1

Personal Understanding and Self Awareness

3

What are Natural Disasters?



Specific Outcome

Can identify and apply basic actions and ways of thinking in natural disasters.



Lesson Objective

By the end of the lesson, the students will:

1. Be able to recognise natural disasters.
2. Know how they affect different groups of people.



Materials Needed

1. Blackboard/Chalk or Flipchart/Marker (depending on resources)
2. Natural Disaster Visuals



Methodology

Start: Brainstorming

Learn: Image Theatre

Reflect: Class Discussion



Duration

40 minutes



Keywords

Natural Disaster, emergency



Information For The Teacher

For the **Learn activity**, please feel free to amend the list of natural disasters so that they are more relevant to your region. Make sure that you are well versed in whatever natural disasters you choose to discuss.

Adjust the number of students in each group to the number of groups (natural disasters) you choose to discuss.

Although **Image Theatre** rules do not usually allow for movement, you may, if you wish, allow the students to move in this instance to portray their disaster more effectively.



Start Brainstorming



1. Ask the students to name different types of natural disasters that can occur or that they are familiar with. List their responses on the board/flipchart.
2. If there is time, ask the students to share any personal experiences they have had with a natural disaster, or those that they have heard about from someone who has experienced a natural disaster.



Learn Image Theatre



1. Have the students form groups of five to eight.
2. Inform the students that each group will be given a specific natural disaster, and that they will be required to portray their assigned disaster using the Image Theatre technique. Remind the students that they can only use their bodies to depict the natural disaster, and that they cannot use any sound (or movement if you have decided so in this instance).
3. Explain that each group will need to portray their natural disaster in the form of the following:
 - The disaster itself
 - The victims of the disaster
 - Buildings
 - Trees
 - Animals
 - Other ways they can think of
4. Using the list below—or the one the students brainstormed in the **Start activity**—secretly give each group a different disaster to act out. Make sure you tell the groups to keep their disaster a secret, as the other groups will have to guess what their disaster is later.
 - Tsunami
 - Earthquake

- Wildfire
- Volcanic Eruption
- Drought/Famine
- (Flu) Epidemic
- Typhoon/Hurricane
- Landslide

5. Give the groups two to five minutes to discuss how they will portray their disaster.

6. Depending on class size and timing, have the groups present their disaster. If it is not possible for all groups to present, just pick a few groups.

7. After each presentation, invite the other groups to guess what the disaster was.

8. When they have done so, ask the students (some or all of) the following questions:

- What are some of the problems and/or dangers of this disaster?
- How can people get hurt?
- Who/what can be affected?
- What kind of damage can occur?
- What would we need to do to stay safe?
- How might an early warning system help?
- How could a community prepare for this disaster?



Reflect Class Discussion



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

- What are some of the common long-term problems of a (natural) disaster?
- What are some of the common short-term problems of a (natural) disaster?
- Who would be most affected by a (natural) disaster? How?
- How might you and your family be affected by a (natural) disaster?
- How could a village/city/country prepare or prevent this situation?

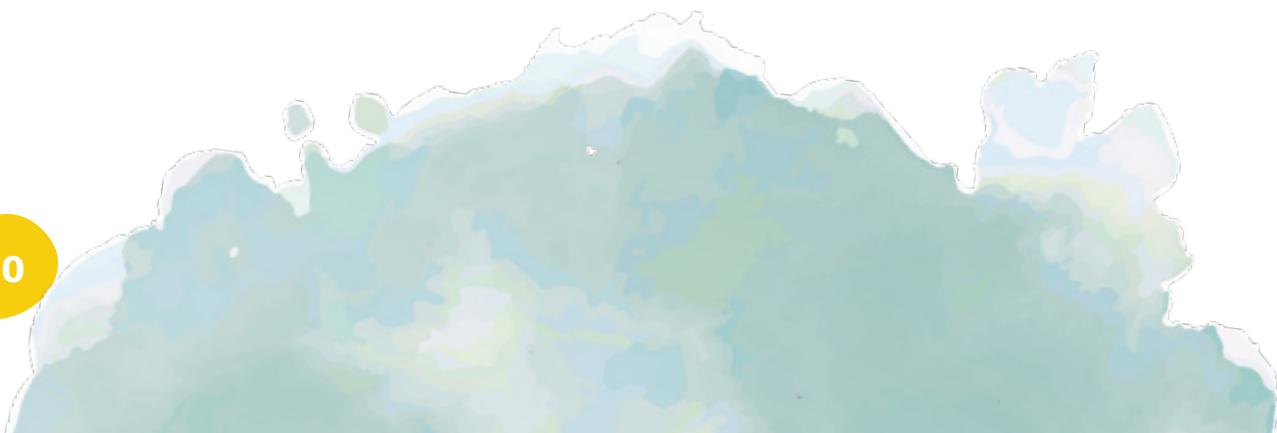
2. If your region has recently faced a (natural) disaster, you can discuss the positives and negatives of the government's response.

 **RESOURCE**

This topic might be triggering for some students, especially those who have survived any kind of a trauma. Therefore, be very careful when talking about disasters, disaster response, real stories, etc. If you wish to use any visual material, choose wisely and respect the age and maturity of the students.

Try to find balanced videos where you can show students not only the negative impact of a disaster, but also how the situation can be solved and how people can handle adversities.

Emergency Lessons: My dream job | Nepal
<https://www.youtube.com/watch?v=M2RVVvEWcBo&t=8s>





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VISUAL

NATURAL DISASTERS



Earthquake



Volcanic Eruption



Tsunami



Tornado



Flood



WORKSHEET

CAMPAIGN!

Raising public awareness of environmental issues is now more important than ever. Let's get creative and prepare a poster you could use to campaign for a cleaner environment.

Choose one topic and create a poster which will convince your audience to help you! **Think outside the box!**

Topics are:

SAVE WATER!

SAVE ENERGY!

REUSE, REDUCE, RECYCLE!



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