



6



THE AFLATOUN SERIES



Co-funded by
the European Union





THE AFLATOXIN SERIES



Acknowledgement

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

Curriculum Development:

Aflatoun International

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

Škola dokorán – Wide Open School, n. o.

Pomoč deci (CYSO)

Layout and Design Team:

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

Disclaimer:

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



**Co-funded by
the European Union**

Table of Contents

THEME 1:

Personal Understanding and Self-Awareness

- ① Introduction to Aflatoun — 11
- ② I am Thankful for everything! — 17
 - Worksheet: Giving Tree — 22
 - Worksheet: My Well Being — 23

THEME 2:

My Rights and Respecting other's Rights

- ③ Children's Rights — 25
 - Worksheet: I Know My Rights — 33
- ④ Healthy Relationships — 35

THEME 3:

Savings and Spendings

- ⑤ Organising Savings — 38

THEME 4:

Planning and Budgeting

- ⑥ Understanding our Needs and Wants — 50
 - Worksheet: Brains and Budgets — 53
- ⑦ SMART Financial Plans and Goals — 55
 - Worksheet: SMART Goals — 58

THEME 5:

Social and Financial Enterprise

- 8 It is OK to be Different! — 59
- All About Aflatoun Day — 63
- 9 Aflatoun Day! — 65

BONUS CHAPTERS

THEME 1:

Personal Understanding and Self-Awareness

- 1 Choices, Decisions and Consequences — 70

THEME 2:

My Rights and Respecting other's Rights

- 2 The Empathetic Approach — 73
- Worksheet: Color me in: Myself and My World — 77

THEME 1:

Personal Understanding and Self-Awareness

- 3 We are Humans and We are Equal — 79

How to use the book

It is simple!

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

2. The manual book is divided into two broad sections:

Section A: Core Sessions: 9 Sessions

(Mandatory to conduct)

Section B: Bonus Sessions: 3 Sessions

(To be conducted if time and resources are available)

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

THEME 1:

Personal Understanding and Self-Awareness

THEME 2:

My Rights and Respecting other's Rights

THEME 3:

Savings and Spendings

THEME 4:

Planning and Budgeting

THEME 5:

Social and Financial Enterprise

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



Start
Topic name



Learn
Topic name



Reflect
Topic name

5. Each lesson begins with:



Specific Outcome



Lesson Objective



Materials Needed



Methodology



Duration



Keywords



Information For
The Teacher

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

Tip:

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



Note:

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



Video Resources:

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



Engagement with Parents:

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



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



Recommendations for talking to children aged 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. Recognise Aflatoun, and its motto.
2. Be excited about learning with Aflatoun, and applying the Aflatoun motto.



Materials Needed

1. Candle and matches, or image of flame
2. **Aflatoun Poster**
3. **Aflatoun's Story**
4. Paper
5. Coloured Pencils and craft supplies
6. Sticky tape/pins
7. **Aflatoun Motto Puzzle Pieces** (one piece per student)



Methodology

Start: Aflatoun's Story

Learn: Aflatoun's Motto

Reflect: Applying The Aflatoun Motto



Duration

60 minutes



Keywords

Motto, flame



Information For The Teacher

You may adapt this lesson depending on whether or not the students are already familiar with Aflatoun. If the students are not yet familiar with Aflatoun, read Aflatoun's story to them (See page 15). If it is possible/approved by the school, light a candle for the Start activity. If it is not possible/ allowed to use a real flame, use an image of a flame for the activity. Prior to the lesson, cut the Aflatoun Motto to make enough separate puzzle pieces for each student for the activity.



Start Aflatoun's Story



1. Show the students the candle flame/image of a flame, and ask them what a flame symbolises. Possible answers could include: it is a symbol for warmth and light; it serves as a beacon; or some might point out the negative aspects of flames like, fire can burn us; put us in danger; cause us pain. Acknowledge these as valid answers.
2. Show the students the poster of Aflatoun (refer to page 16). Inform them that Aflatoun has the beneficial and positive characteristics of flames: it is bright, warm, and friendly. Explain that Aflatoun helps its friends all over the world by teaching them how to be resourceful, enterprising, and inventive. It also teaches them to be change-makers! Inform the students that the Aflatoun flame shines inside every person.
3. Ask the students what they usually do to make a flame bigger. Probable answers may include: you have to kindle it; stoke the fire with firewood; and so on. Inform them that Aflatoun needs their help to be bigger and brighter. They can do this by attending and participating in the various Aflatoun Club activities.
4. Explain that by joining Aflatoun, the students will all be going along on an exciting journey of exploring, thinking, investigating, and taking action. By becoming Aflatoun members, they are like flames that light other people's ways and serve as an inspiration to adults and other children.
5. Give each student a sheet of paper and some coloured pencils, and ask them to draw an Aflatoun flame.
6. Have them write their names in the middle of the flame they have decorated, and tape/hang the flames on the classroom walls.





Learn Aflatoun's Motto



1. Give each student a cut-out of the **Aflatoun Motto puzzle** or draw the puzzle on the board and then assign various students to each of the pieces which they should then write down in their workbook.

SEPARATE	FICTION
FROM	FACT
THINK	EXPLORE
INVESTIGATE	ACT

2. Ask the students to find a classmate who has a puzzle piece that matches against their own.

3. Once they have done that, have the pairs find other pairs with matching pieces, and continue so until the mottos are complete. Give them 20 minutes to do so. If you are running out of time, write the motto on the board/flipchart to help the students.

4. Once they have completed the puzzle (or after 20 minutes), ask the students the following questions

- What is the meaning of Aflatoun's Motto?
- What can 'separate fiction from fact' mean?
- What can a person that explores, thinks, investigates and acts do?

Try This!

If time permits, you can divide the class into two teams and conduct a quiz to ensure they understand motto and are able to apply it in their immediate environment.

- *Earth is flat. Is it fact or fiction?*
- *Think, how can you protect your environment?*
- *You can display the Aflatoun flame created by learners (during Start Activity) on wall and ask them to investigate which one belongs to whom?*



Reflect Applying The Aflatoun Motto



1. Ask the students:

- How could you apply the Aflatoun Motto when learning at school?

2. Reinforce what the students say, highlighting the importance of exploring new things, thinking about what is said or written in books and the causes of why things are as they are, investigating more about what we learn, and applying what we have learnt to our personal or concrete situation or reality. 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.

STORY TIME

1. Read out the following extract to the students:

“ *Hi! My name is Aflatoun. I’m a fireball. I come from outer space where there are other fireballs just like me. I love to travel all over the world, and to meet children and learn all about them and how and where they live. I love to explore everything, and I’m very curious about this wonderful place you live in. I’m looking forward to learning all about it with your help.*

Are you wondering why I’m called Aflatoun? Well, an Aflatoun is someone who really likes to find out new things about people, 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? ”





POSTER



This page can be printed!





THEME 1

Personal Understanding & Self Awareness

2

I am Thankful for everything!



Specific Outcome

Instill positivity, hopeful and thankful attitude towards life post-pandemic.



Lesson Objective

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

1. Reflect on materialistic and non-materialistic things they interact with.
2. Understand the importance of being thankful towards people and things.



Materials Needed

1. Pencils and Paper
2. Glue
3. **The Giving Tree Story**
4. **Worksheet: The Giving Tree**
5. **Worksheet: My Well Being**
6. Blackboard/Chalk or Flipchart/Marker (depending on resources)



Methodology

Start: Breathing Exercise and Class Discussion

Learn: Group Activity & Sharing

Reflect: Individual Activity and Class Discussion



Duration

60 minutes



Keywords

Thankful, positive, emotions, materialistic, non-materialistic



Information For The Teacher

This session aims to support the learners with their mental health and well-being in the light of the impact of corona virus pandemic. You might come across learner groups for whom the impact of corona virus has been traumatic and unpleasant compared to others.

As a facilitator, keeping in mind your context, you may adopt the following strategies to support children in their smooth transition back to school:

- Provide learners opportunity to interact about experience during and post pandemic.
- Listen to the learners actively.
- Do not put too much academic pressure on the learners.
- Be flexible and supportive.



Start Breathing Exercise and Class Discussion



1. Ask the children to close their eyes and focus on their breathing while they count until 10.

2. Share with learners that in today's session they will hear a story about a tree. You can ask learners to name the tree and share how it looks.

3. Praise children for their efforts and ask the following questions:

- What do trees give us?
- What do we give to the trees?
- What are the things that you are grateful for?
- How do you feel when someone thanks you for your efforts and support?
- How do you feel when someone is thankless?

4. Introduce the idea that we can thank people in different ways and for different things.

5. Highlight how thankful we should be to have survived the pandemic. You may draw their attention to non-materialistic things that they should be thankful for like air, water, play, family support etc.

★ TIP

You may draw the tree on the flipchart/blackboard based on the learner's ideas. You can also invite the learners to draw their tree. Post, which you can reiterate that each learner created a unique tree but they are all trees. This shall also lay foundation for the chapter 'Unity in Diversity'.

NOTE TO TEACHER

This shall help the learners to process information in a systematic way and shall help the development of their language skills.



Learn

Group Activity & Sharing



1. Read aloud the story: **The Giving Tree**
2. Invite the learners to share the feelings/emotions they felt while they were hearing the story. You can also ask the emotions the tree or the boy underwent in the story.
3. Divide the class in groups consisting of 5 learners each. Give each group '**The Giving Tree**' worksheet and instruct them to discuss and complete the worksheet.
4. Debrief the class to be empathetic and thankful for everything even in difficult times.

NOTE TO TEACHER

You may draw 'The Giving Tree' worksheet on the flipchart/blackboard to save paper.



Reflect

Individual Activity and Class Discussion



1. Ask the children to write/draw something they are grateful for.
2. Collect the writing/drawings and place them on the class wall.

ADDITIONAL ACTIVITY: I AM THANKFUL FOR...



1. Instruct the learners that they have to think and name the things they are grateful for beginning from alphabet A, then Alphabet B and so on.
2. Encourage learners to help each other and prompt answers.

THE GIVING TREE

Once there was a tree. And she loved little boy. And every day the boy would come and he would gather her leaves. And make them into crowns and play king of the forest.

He would climb up her trunk and swing from her branches and when he was tired, he would sleep in her shade.

And the boy loved the tree very much. And the tree was happy.

But time went by, and the boy grew older. And the tree was often alone. Then one day the boy came to the tree and the tree said: "Come, Boy, come and climb up my trunk and swing from my branches and eat apples and play in my shade and be "happy".

"I am too big to climb and play," said the boy. "I want to buy thing and have fun. I want some money. Can you give me some money?"

"I'm sorry," said the tree, "but I have no money. I have only leaves and apples. Take my apples, Boy, and sell them in city. Then you will have money and you'll be happy."

And so the boy climbed up the tree and gathered her apples and carried them away. And the tree was happy... But the boy stayed away for a long time and the tree was sad.

And then one day the boy came back and the tree shook with joy, and she said: "Come, Boy come and climb up my trunk and swing from my branches and eat apples and play in my shade and be "happy".

"I am too busy to climb trees," said the boy. "I want a house to keep me warm," he said. "I want a wife and I want children, and so I need a house. Can you give me a house?"



"I have no house," said the tree. The forest is my house," said the tree. "but you may cut off my branches and build a house. Then you will be happy." And so the boy cut off her branches and carried them away to build a house. And the tree was happy.

But the boy stayed away for a long time and the tree was sad. And when he came back, the tree was so happy she could hardly speak. "Come, Boy, " she whispered, "Come and play."

"I am too old and sad to play," said the boy. "I want a boat that will take me away from here. Can you give me a boat?" "Cut down my trunk and make a boat," said the tree. "Then you can sail away and be happy."

And so the boy cut down her trunk and made a boat and sailed away. And the tree was happy. But not really.

And after a long time the boy came back again. "I am sorry, Boy, " said the tree, "but I have nothing left to give you — my apples are gone." "My teeth are too weak for apple, " said the boy. "My branches are gone," said the tree. "You cannot swing on them —. "

"I am too old to swing on branches," said the boy. "My trunk is gone," said the tree. "You cannot climb —. "

"I am too tired to climb," said the boy. "I am sorry," sighed the tree. "I wish that I could give you something. . . but I have nothing left. I am just an old stump. I am sorry.."

"I don't need very much now," said the boy, "just a quiet place to sit and rest. I am very tired." "Well" said the tree, straightening herself up as much as she could. "Well, an old stump is good for sitting and resting.

Come, Boy, sit down... and rest."

And the tree was happy...

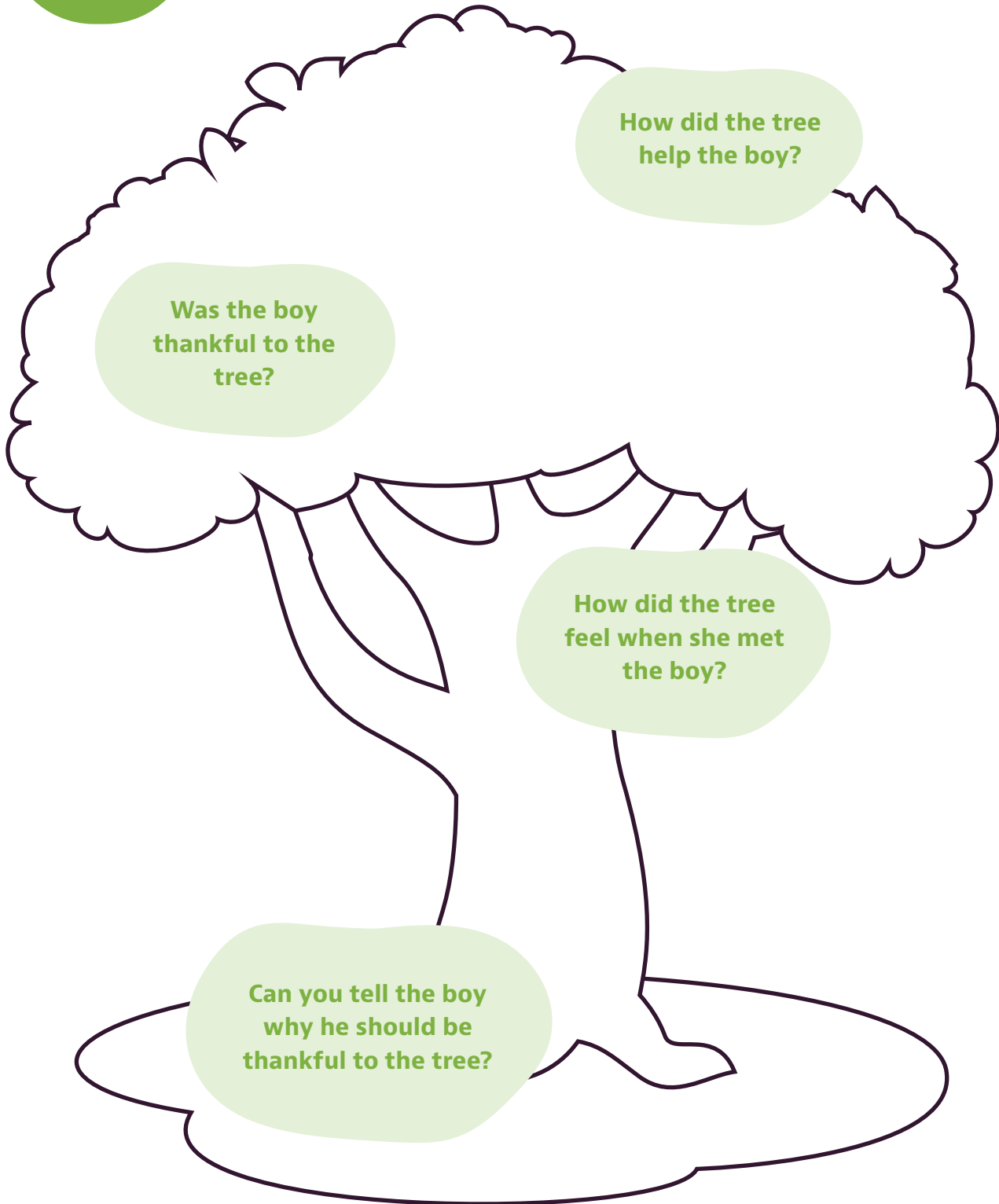




This page can be printed!

WORKSHEET

THE GIVING TREE





WORKSHEET



This page can be printed!

MY WELL BEING

1. Well-Being Check: Circle how are feeling?

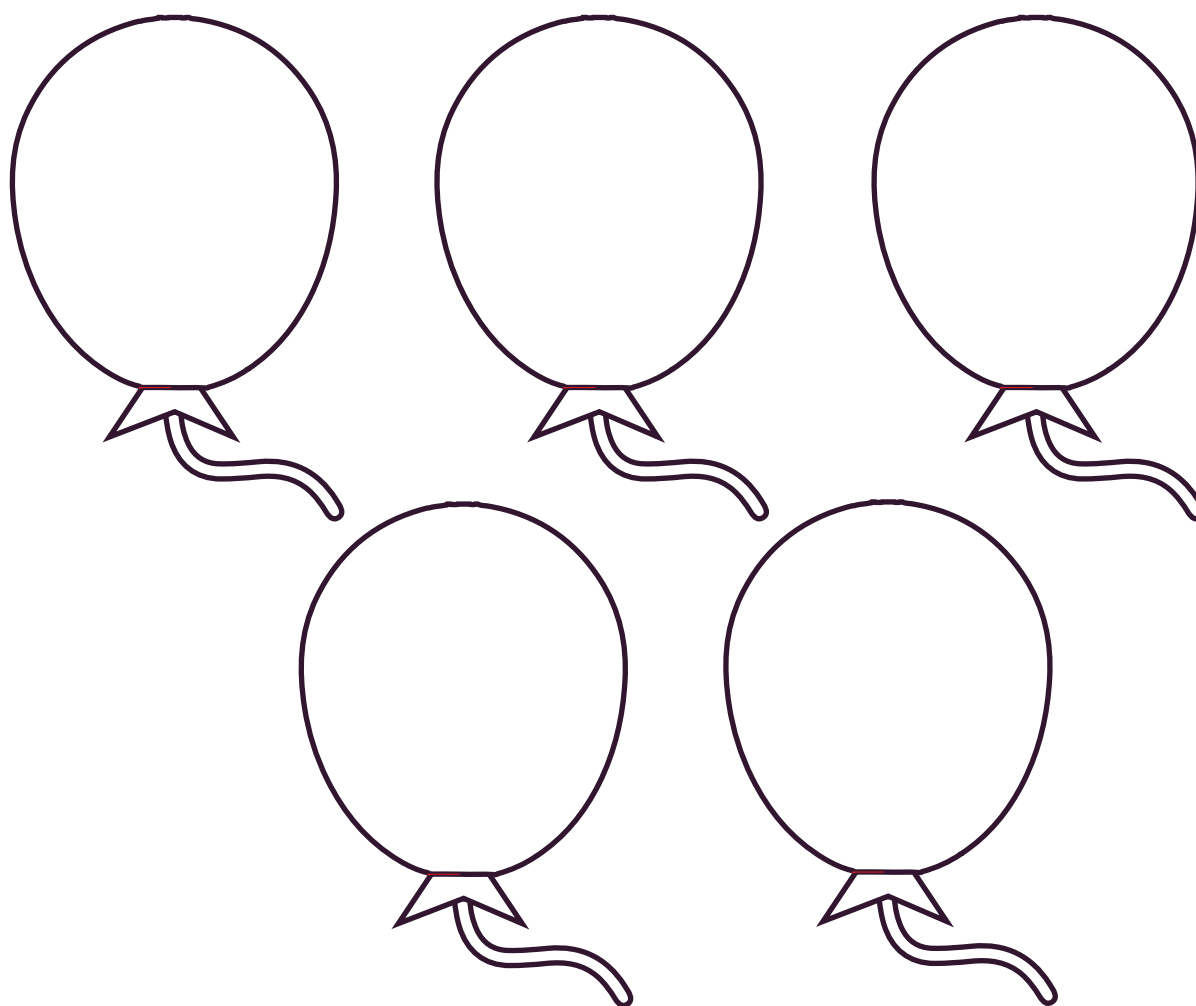


I am feeling...

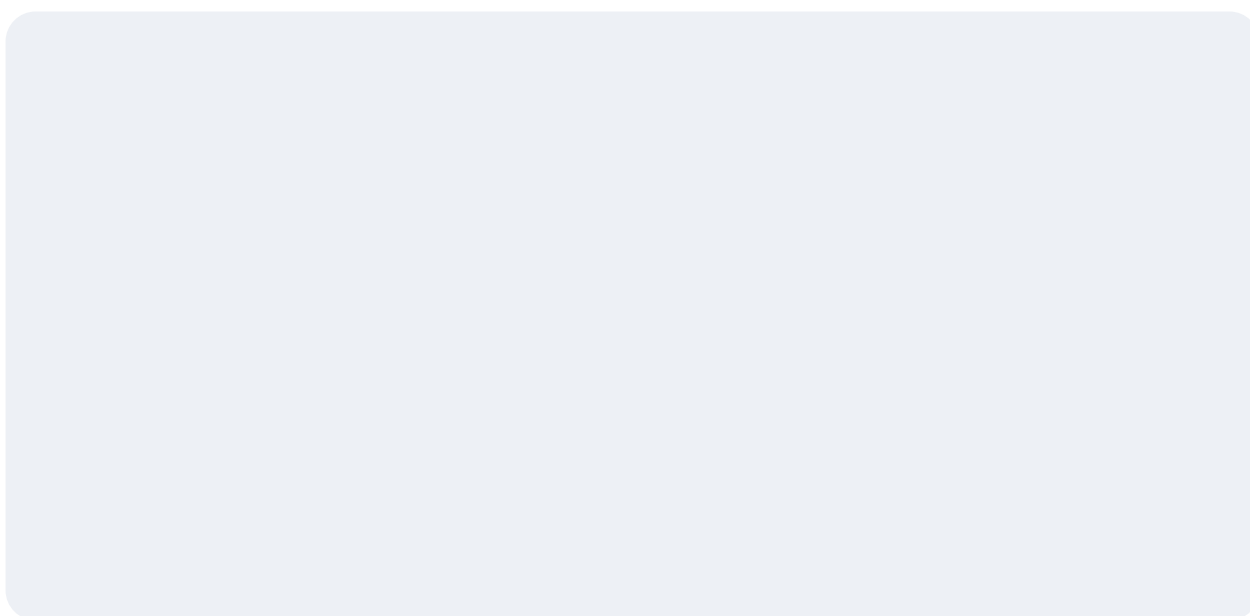
Beacause...



2. Write your worries in the balloons color them and cross them.



3. Draw your calm and happy face.





THEME 2

My Rights and Respecting Other's Rights

3

Children's Rights



Specific Outcome

Can participate and engage with family, school, and the community in realising children's rights.



Lesson Objective

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

1. Explore what every child needs in order to be safe and healthy, and to develop to his/her full potential.
2. Raise their awareness of some of the problems children face worldwide.



Materials Needed

1. **United Nations Convention on the Rights of the Child (UNCRC) List (for the teacher)**
2. **United Nations Convention on the Rights of the Child (UNCRC) Article Slips**
3. Blackboard/Chalk or Flipchart/Marker (depending on resources)
4. **Worksheet: I Know My Rights**



Methodology

Start: Brainstorming

Learn: Image Theatre

Reflect: Class Discussion



Duration

45 minutes



Keywords

Children's Rights, violation, protection



Information For The Teacher

This lesson may require additional time for students to perform, and therefore can be held over two days.

Prior to the lesson, please ensure the classroom is arranged in such a way that the students have enough space to portray their tableaux. If necessary, take the students outside, but ensure you have permission from the school to do so beforehand.

Prior to the lesson, please copy the **UNCRC articles list** at the end of this lesson and cut each article into a slip of paper so that there is one slip/article per group for the Learn activity.



Start Brainstorming



1. Ask the students to brainstorm a list of the things they think all children need in order to be safe and healthy, and to develop their full potential.
2. List their answers on the board/flipchart.



Learn Group Activity & Sharing



1. Start by reading the UNCRC list of rights to the students.

★ VIDEO

Use this video to give children a brief about Child Rights. Dedicate enough time for possible questions and comments children might have about what they have seen.

What are Child Rights? BBC What's New
<https://www.youtube.com/watch?v=ZtKPr1tpsQ0>



2. Next, have the students form groups of five to six, and give each group a slip of paper with a UNCRC article written on it.
3. Give the groups two to three minutes to talk amongst themselves about what life would be like if the right they have on their given slip were violated and/or protected.
4. Inform the groups that they are to split up into two sub-groups as they are

going to portray two tableaux/ images of their assigned right – one of it being violated and the other of it being protected - using the Image Theatre technique.

5. Explain that each group will have to hold their image for 30 to 60 seconds while the rest of the class tries to determine what is being depicted.
6. Inform the students that during that time, you will tap some of their shoulders, and ask them what they are feeling or thinking as their assigned right is being violated/protected, so they must be prepared to answer. Remind the students that, apart from the time when you ask them what they are feeling/ thinking, they can only use their bodies to depict what is happening, and that they cannot use any other movement or sound.
7. Give the groups ten minutes to plan their tableaux, then have each group portray their right to the rest of the class.
8. After the first 15 seconds, gently tap a performer's shoulder to hear a sentence or phrase about what the participant is thinking or feeling with their right being violated. Repeat the process with a student portraying the right being protected.
9. After each set of tableaux is complete, ask the rest of the class to guess which right was being depicted.

They may ask questions to the performers to help them, if needed.



Reflect Class Discussion



1. Lead the students into a discussion by asking them the following questions:
 - How/what do you feel about children's rights?
 - What can be done to raise awareness in the community about children's rights?

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.

Child Friendly Child Rights Articles

UN Convention on the Rights of the Child - In Child Friendly Language:

"Rights" are things every child should have or be able to do. All children have the same rights. These rights are listed in the UN Convention on the Rights of the Child. Almost every country has agreed to these rights. All the rights are connected to each other, and all are equally important. Sometimes, we have to think about rights in terms of what is the best for children in a situation, and what is critical to life and protection from harm. As you grow, you have more responsibility to make choices and exercise your rights.

Article 1

Everyone under 18 has these rights.

Article 2

All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3

All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 4

The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.

Article 5

Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

Article 6

You have the right to be alive.

Article 7

You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).

Article 8

You have the right to an identity – an official record of who you are. No one should take this away from you.

Article 9

You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.

Article 10

If you live in a different country than your parents do, you have the right to be together in the same place.

Article 11

You have the right to be protected from kidnapping.

Article 12

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

Article 13

You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 14

You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

Article 15

You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

Article 16

You have the right to privacy.

Article 17

You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

Article 18

You have the right to be raised by your parent(s) if possible.

Article 19

You have the right to be protected from being hurt and mistreated, in body or mind.

Article 20

You have the right to special care and help if you cannot live with your parents.

Article 21

You have the right to care and protection if you are adopted or in foster care.

Article 22

You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.

Article 23

You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Article 24

You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Article 25

If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.

Article 26

You have the right to help from the government if you are poor or in need.

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

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 30

You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.

Article 31

You have the right to play and rest.

Article 32

You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.

Article 33

You have the right to protection from harmful drugs and from the drug trade.

Article 34

You have the right to be free from sexual abuse.

Article 35

No one is allowed to kidnap or sell you.

Article 36

You have the right to protection from any kind of exploitation (being taken advantage of).

Article 37

No one is allowed to punish you in a cruel or harmful way.

Article 38

You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.

Article 39

You have the right to help if you've been hurt, neglected or badly treated.

Article 40

You have the right to legal help and fair treatment in the justice system that respects your rights.

Article 41

If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.

Article 42

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

Articles 43 to 54

These articles explain how governments and international organisations like UNICEF will work to ensure children are protected with their rights.



This page can be printed!

WORKSHEET

I KNOW MY RIGHTS

1. Write four sentences about how you wish others to treat you.

I wish _____

I wish _____

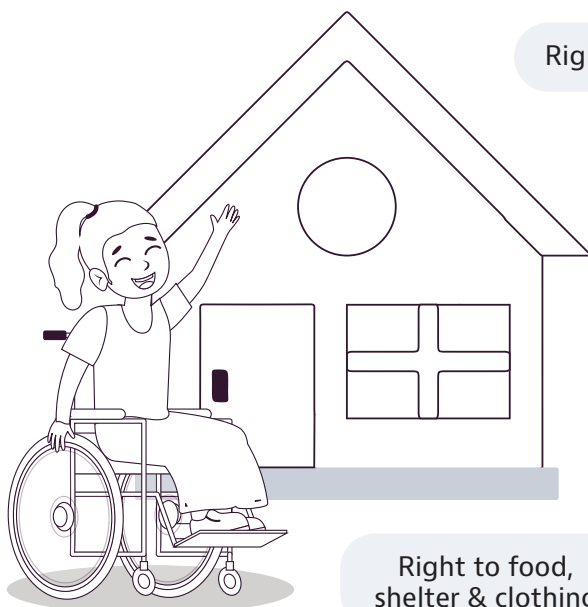
I wish _____

I wish _____

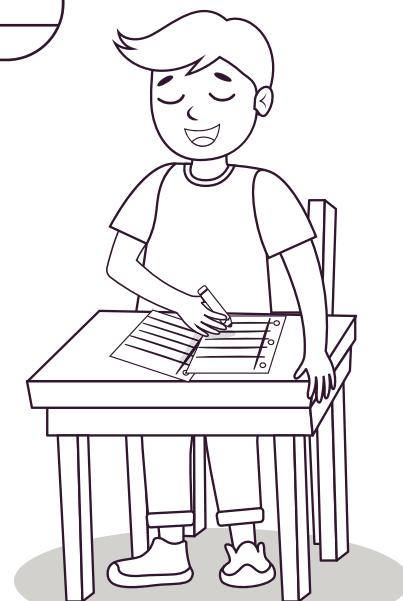
2. Read and color your RIGHTS!



Right to Identity



Right to food,
shelter & clothing



Right to Education



3. Do you feel boys and girls are treated equally in your community?
Explain.

4. Identify a right you relate to the most and draw a pictorial representation of the right.

I choose the Right to....



THEME 2

My Rights and Respecting Other's Rights

4 Healthy Relationships



Specific Outcome

Can develop healthy relationships with their friends, peers, and in the community as a whole.



Lesson Objective

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

1. Understand the important role relationships have in developing who we are.
2. Understand the important role relationships have in helping us reach our goals.



Materials Needed

1. Paper
2. Pencil
3. Blackboard/Chalk or Flipchart/Marker (depending on resources)



Methodology

Start: Brainstorming

Learn: Individual Activity

Reflect: Class Discussion



Duration

45 minutes



Keywords

Relationships, communication, direction, support, sustenance, self-care



Information For The Teacher

If the first three items listed in Materials Needed are not readily available, you may choose to draw them on separate sheets of paper instead.

Prior to the lesson, copy the questions listed in the Learn activity onto the board/flipchart so that the students may refer to them easily during the exercise.



Start Brainstorming



1. Share the following story with the children:

Ana and Kato

Ana and Kato have two children. Kato works at the field and Ana a graduate manages home, children and their education. Kato manages the finances and has control over the resources. Every time Ana needs something, she waits for Kato's approval. This process led to delay in decision-making and Ana felt discouraged. She shared the same with Kato and he was upset. Later, Kato felt sorry and they together managed the houses finances and resources.



2. Ask students to describe the relation of Kato and Ana. You can probe students and help them understand the gender bias prevalent in society. Elicit the reactions and encourage them to think how if they were Ana they could have responded to the situation?
3. Ask the students to brainstorm the most important qualities for a unhealthy relationship (examples may include domination, cheating, poor communication). Write their answers on the board/flipchart.
4. Once the students have exhausted all of the unhealthy relationship qualities, ask them to brainstorm some healthy relationship qualities/habits. If they need some help, you can give them hints letting them think about relationships that give them happiness.



Learn

Individual Activity



1. Show the students the questions on the board/flipchart (below), and ask them to consider and prepare answers for each one:

- What role do relationships have in our lives?
- Why is it important to have healthy relationships?
- How do your relationships influence you?
- How do your relationships influence your decisions?

2. Give the students five minutes to prepare, after which, have them share their answers with the rest of the class.



Reflect

Class Discussion



1. Discuss the following points with the students:

- Their thoughts on healthy relationships.
- How many similar opinions there are.
- How many different opinions there are.
- What factors influence relationships.



THEME 3

Savings and Spendings

5

Organising Savings



Lesson Objective

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

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



Materials Needed

1. Uganda Story 1: Lynette's Story
2. Uganda Story 2: Niwamanya's Story
3. Uganda Story 3: Obore's Story
4. Uganda Story 4: Nalume's Story
5. Uganda Story 5: Uwangabe's Story
6. Blackboard/Chalk or Flipchart/Marker (depending on resources)
7. Optional: Specific materials required for each Additional Activity



Methodology

Start: Savings Stories

Learn: Deciding How To Save

Reflect: Discussing A Collective Fund



Duration

50 minutes



Keywords

Savings, responsible, habit, fund



Information For The Teacher

This lesson encourages children to save. It presents several alternatives of how to save. If there is a reason why a specific method is better for your class, school or community, share this with your students.

In the **Learn activity**, allow each student to save using the method they have chosen (if possible). Be sure to point out that not everybody has to save. Saving is a personal choice and each student can decide when and if to save.

Prior to the lesson, research whether the students are able to open a bank account, and if so, where. Present this information, together with any material you may have received/gathered to the students in the Learn activity.



Start Savings Stories



1. Let students think how their family saves or plans to save.
2. Invite students to share their answers.
3. Divide the students into five groups, and give each group a story handout.
4. Have the groups read their particular story, and to share their story with the rest of the class.
5. As each group shares their story, note down some important facts from each case on the board/flipchart, such as name, age, amount saved, saving goal, why they like saving, etc.



Learn Deciding How To Save



1. Explain to children that an essential part of creating a good savings plan is to assess where to keep our **money safe** and how to **maximize savings**.
2. Ask children how and where they save their money. Invite students to share their experiences and list their answer on flipchart/blackboard.
3. Inform the students that they can also save, and to do so, they need to decide how they want to save.

Explain that there are different ways of saving:

- **Individual Saving at Home:** Each student has his/her savings box or piggy bank at home, and saves individually. He/she keeps an individual record of his/her deposits and withdrawals.
- **Saving in School:** Students bring their savings to school, and manage the saving process through a Committee that includes a treasurer.

Everybody has their own savings book, and the treasurer keeps a class ledger with all deposits and withdrawals.

- **Individual Savings Account in a Bank or Cooperative:** For those who wish to, and may, open an individual savings account in a bank or local cooperative. In many countries, a savings account can only be opened by or with an adult.
 - **Class Savings Account in a Bank or Cooperative:** The class opens a group account, and deposits all class savings in it regularly. Everybody has their own savings book, and the treasurer keeps a class ledger with all deposits and withdrawals. In many countries, the saving accounts can only be opened by or with an adult.
4. Explain children that not all saving accounts and banks are same and encourage the students to discuss which method is better for them. They might need to research whether and where they may open a saving account.

VIDEO

You may use the following video as the background builder to explain savings.

Being Responsible With Money - Good Habits for Kids | Ask Coley Tips | Educational Videos by Mocomi

<https://www.youtube.com/watch?v=IHDVnQg4T6c>



NOTE TO TEACHER

Students differ from each other and thus their preferred ways of learning differ. The four major learning styles are; visual, auditory, read/write and kinesthetic (VARK). We should try to incorporate each of the components in our session plan to give each student an opportunity to learn and grow.

5. Ask the children to identify and draw a thing they wish to save for. To clarify how saving will happen, lead the students into further discussion on the topic, using the following questions (feel free to add more if necessary):

- What will you save your money in? What can you use as a savings box?
- Where can you keep your savings box?
- How will you register how much you are saving? Where? What information will you keep?

(And, if they have agreed to save collectively):

- Who will be responsible for receiving the savings, and registering the amounts?
- Where will you keep track of the class savings? What information will the club ledger register?

- Who will keep the class ledger?
- When and how will you collect savings or hand out withdrawals?
- Will there be a minimum/maximum amount allowed for savings or withdrawals?
- What happens if some savings get lost? How would you deal with loss or theft? Are there any other measures you can think of to avoid this happening?
- Do you wish to establish a collective fund in order to carry out some Aflatoun activities or enterprises together? If so, how often and how much will you save for these activities? How long will you save for?



Reflect Discussing A Collective Fund



1. Ask the students whether they would like start a **collective fund** in order to carry out some Aflatoun activities or enterprises together. Agree on how often and how much they will save for these activities, if they are willing to.

PARENT ENGAGEMENT ACTIVITY

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

FOLLOW UP

1. Do a show and tell for the students that involves them bringing their Good Deeds Savings Box to school and showing it to their classmates. Invite parents to come and join this activity.
2. Show and tell the different Good Deeds tokens they have designed.
3. Talk about the different types of good deeds they are doing.

4. Discuss the treat they are getting for their good deeds. Ask them:

- How do you feel about doing good deeds and saving them?
- How do your parents feel about the Good Deeds Savings Box?
- Is it a good idea to save your good deeds? Why or why not?

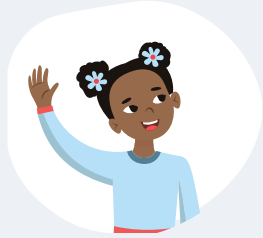
★ **TIP**

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

NOTE TO TEACHER

This session contains Additional Activities which could compliment the current session which is Organizing Aflatoun. they can be based on facilitator's discretion.





Uganda Story 1: Lynette's Story

My name is Lynette Muhiirwa. I joined Aflatoun about four years ago.

Before I joined Aflatoun, my mother wanted to save money for me in the bank, but when the Aflatoun programme was introduced in our school, she advised me to save with Aflatoun.

I feel so happy saving with Aflatoun because if I had saved at the bank, I would have to travel far, and it would be difficult to find transportation. The bank is very far from my school. However, saving money through the Aflatoun Club at school is much easier. I just need to talk to the teacher, write in the savings book, and I can withdraw money.

In the future, I want to build my own bank and take it to the village to show children who have not learnt how to save how they can start saving. I advise other children to save more and more money, because it will help them in the future if they have problems with buying, for example, books, pencils and crayons.



Uganda Story 2: Niwamanya's Story

My name is Niwamanya Rogers. I am 12 years old. I am the second born in a family of six children. I live with my brother, who loves me very much.

Before, I used to save some money at home, but only to have things like sweets or some ice cream. My mum had a wooden box where she was saving her money so she also allowed me to save with her in the box. Whenever I wanted my money, my mum could just open the box and give it to me.

But when I joined this school, I found that my classmates were saving together, and that they could only withdraw once, at the end of the term. I decided to join the Aflatoun Club because they would limit the number of times I withdrew my money compared to my practice at home.

So for the first time in my life, when I withdrew my money at the end of the term, it had accumulated to 13,000 Ugandan shillings! I still have this money, and I have not bought anything with it yet. Now that I have learnt how to save and be responsible with my money, I am planning to continue saving even when I go to secondary school.



Uganda Story 3: Obore's Story

Obore Paul is my name, and I am 12 years old (6th grade of Primary School).

I am a member of the Aflatoun Club in my school, and a very confident boy who likes sharing the few things that I have with others. I'm a very good student. I come from a family of two children, and both of my parents work. My father is a policeman, and my mother is a hairdresser in Nakawa market.

In the future, I would like to start up my own hospital or a clinic so that I can hire people who don't have jobs in my country. Before I joined Aflatoun, I used to save money at home. My mother has a savings box, and I used to save my money there. I used the money that I had saved to buy myself Christmas clothes. I am also saving with the Aflatoun Club in my school. I like it when I save with my fellow pupils because it gives me confidence that my money is very safe. Even our teacher saves her money in the box, and we keep it very safe.

The first time I withdrew my money, I received 17,000 Ugandan shillings and I felt so rich! Actually, I am still feeling so rich because I still have this money. I'm still planning on how to spend it. I am planning to continue with my savings until I get money to buy my own savings box, because the one at home belongs to my mother, so I would like to have my own.

I would like to advise my fellow Aflatouns to also continue saving, and to those who have not yet started saving, to start. I just feel so happy going back home at the end of the term with a lot of money and a good report. I always enjoy my holiday. Even at school, I don't borrow because I have always some money with me.



Uganda Story 4: Nalume's Story

My name is Nalume Priscilla. I am 11 years old, attending the 6th grade of Primary School. I am a member of Aflatoun at school, and I also save my money with the Aflatoun programme. I'm the older of two children. Both of my parents serve in the Uganda Police, and our home village is in Pallisa District.

Before I joined Aflatoun, I was not saving any money at all, because there wasn't any safe place for me to save my money. When Aflatoun was introduced in my school, I joined and my parents told me it was a good idea for me to start saving.

I'm so happy to be in the Aflatoun programme because, little by little, I try to save money, and in the end it sums up to a big amount of money. My first savings were 10,500 Ugandan shillings, from which I bought new shoes and a T-shirt. I was proud of this, because most of the children in my village go to school without shoes.

When I grow up, I want my own big factory and I want to make shoes that I will be providing to the children whose parents cannot afford to buy shoes. I want to advise other Aflatouns out there that they should start saving because it's a good investment in their future.



Uganda Story 4: Uwangabe's Story

My name is Uwangabe Alice. I'm 13 years old, and attending the 6th grade of Primary School. I'm a young energetic girl. I am the third in a family of four children.

Before joining Aflatoun, I did not save any money at all. All the money that I could get I would just spend, because I didn't know anything about savings.

Currently, I am Club President of my Aflatoun Club, and I feel responsible for the Aflatoun programme in my school. My work as a president is to sign on the

saving cards of Aflatoun members after the saving activity on the saving day. I don't have a standard signature like adults have, but I'm trying to design one. For the time being, I sign using my initials.

I feel so happy being part of Aflatoun because I have gained a lot of skills, especially leading my friends and fellow Aflatoun peers.

1

ADDITIONAL ACTIVITY: MAKING A SAVINGS BOOK



Materials Needed

1. Paper
2. **Savings Table Sheet** (one or more copies per student)
3. Glue or stapler
4. Coloured pencils/crayons/finger paint
5. Markers
6. Stickers

1. Give each student a/some copies of the Savings Table sheet, and a blank sheet of paper.
2. Ask the students to fold the Savings Table sheet along the middle line and add the blank paper behind it, so that their savings book will have a front and back cover.
3. Have them staple or glue the pages together to create a savings book, and to write their name on the front cover.
4. Allow them to decorate their front and back covers with the art materials.
5. Discuss whether the students would also like to create a savings book for the whole class in order to save for Aflatoun activities or Social Enterprises. If so, agree on how the columns will be filled in, and how often and how much the students will save for these activities.
6. If children choose to create savings book for the class, ask the children to allocate the responsibilities like collecting money, recording the amount in the saving book and maintaining the saving book etc.

2

ADDITIONAL ACTIVITY: NAMING MY SAVING



Materials Needed

1. Savings Book or Box
2. Coloured pencils/crayons



Methodology

Start: Class discussion

Learn: Evaluating value of different things

Reflect: Class discussion –understanding value of things



Start Class Discussion

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



Learn Evaluating value of different things

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



Learn Evaluating value of different things

1. Ask the students the following questions:
 - Are you surprised? Why or why not?
 - Have you ever thought about how much these items cost?
 - Think about how much all your possessions cost?
 - Do you have more money than you thought/are you richer than you thought?
 - Do you think it is important to take care of your possessions? Why or why not?
2. Explain to students that all our items and possessions have a value, even if we don't see the price tag anymore, and it is important to take care of them.
3. Ask the students what they would like to save for. If necessary, help them by asking them to identify something they would enjoy but that is not very expensive or difficult to obtain (e.g. a card for a family member's birthday; going to the movies; a book; etc.).
4. Once they have identified what they would like to save for, have them draw it onto their savings box or book as a reminder.

3

ADDITIONAL ACTIVITY: ARE YOU A SAVER OR A SPENDER?



Materials Needed

1. Internet Connection
2. Mobile/tablet/projector screen
3. Speakers

1. Background Builder: Inform students that they will see a video during which they will be asked questions. They have to identify most suitable option.

★ TIP

Check the audio levels by standing at the back of the class to ensure the text is visible and audio can be heard. This shall also help you place the projector screen properly.

VIDEO

Telecast the video and ensure children are listening attentively.

Are you Saver or Spender?
<https://en.islcollective.com/video-lessons/are-you-a-saver-or-a-spender>





THEME 4

Planning and Budgeting

6

Understanding our Needs and Wants



Specific Outcome

Know the concept of responsible consumerism.



Lesson Objective

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

1. Distinguish between needs and wants; goods and services; and producers and consumers.



Materials Needed

1. Paper
2. Pencils
3. Blackboard/Chalk or Flipchart/Marker (depending on resources)
4. **Worksheet: Brains and Budget**



Methodology

Start: Class Discussion

Learn: Group Activity

Reflect: Sharing



Duration

45 minutes



Keywords

Needs, wants, necessity, responsible consumerism

DEFINITIONS

A 'Need' is something an organism must have in order to survive. For example, people need air, food, water, and shelter.

A 'Want' is something someone would like to have. For example, bikes, video games, and televisions are all wants; people can survive without them.



Start Class Discussion



1. Explain to the students that the relationship between needs and wants is an important lesson for everyone to understand in order to help them make better choices when shopping.
2. Ask the students :
 - What does the term '**Need**' mean?
 - What does the term '**Want**' mean?
3. Write their answers on the board/flipchart.
4. Next, ask the students :
 - Which one is more important: a need or a want?
 - What can people do to acquire their needs and wants?
5. Tell students that need for one person may be want for another. Example, a farmer may need a mobile to contact his customers to sell products but a teenager may want mobile to play games.



Learn Group activity



1. Have the students form groups of five to six, and give each group a sheet of paper and pencil.
2. Inform the students that many people have jobs and work to earn money in order to meet their needs and wants. People can use their money to buy **goods and services**. Goods are things that are made or grown, and usually something you can see or touch.
3. Ask the groups to look around the classroom, and to find examples of different goods.
4. Have the groups list all the goods that are in the school, and give them two minutes to do so.

5. Next, inform the students that a service is work that someone does for somebody else. For example, an auto mechanic provides the service of repairing vehicles, a teacher provides the service of instructing students, and a doctor provides the service of monitoring a patient's health and treating illnesses.
6. Ask the groups to discuss and list the different services that people need and are offered. Again, give them two minutes to do so.
7. Once they have done this, inform the students that a producer is someone who makes or grows goods, or offers services. Farmers, carpenters, librarians, and manufacturers are examples of producers. A consumer is someone who buys goods and services.
8. Have the groups identify, and list, different items they consume, and who might have produced them. Give them two minutes to do this.
9. Explain to the groups that people often want much more than they need. As a result, people must make choices about what they truly need and what they can afford. Have them consider whether someone should buy groceries or buy a new video game? Explain that children should learn to buy what they need before what they want. Give them two minutes to do this.
10. Finally, ask the groups to prepare a skit showing how to make smart decisions when spending money based on wants and needs. Explain that they can use their lists as reference, and that they need to create scenarios where a child has to make the responsible choice while spending money. Inform them that they are also to include the idea of not wasting too much money on wants.



Reflect Sharing



1. Ask the groups to present their skit to the rest of the class, one by one.

★ TIP

Ask the students to find a newspaper that has pictures and prices of different items, such as clothing, toys, food, etc. on a page, and to list the objects in the newspaper as 'wants' and 'needs' in a chart. Ask them to bring the newspaper page and chart in to class the next day. Have them also discuss the types of wants and needs that are purchased at home with their parents/guardians.



WORKSHEET



This page can be printed!

BRAINS AND BUDGET

1. Aflatoun Club is organizing reading fair in school and you being the treasurer have to manage finance. Your club has savings of \$680.

Can you decide activities and corresponding budget to be allocated to each?

Example decoration, books etc.

★ TIP





Do not forget to keep amount for miscellaneous activities.

Particulars	Amount	Amount I am left with
Decorations	\$40	\$640 (\$680-\$40)

2. You have participated in elocution competition and topic is '**Save Electricity! Save Money**'. Write your speech in the space below.

3. Can you identify their needs?



	Needs:		Needs:
	Needs:		Needs:

4. You have saved \$12 and you visited a toy store. You have option to buy one of the following toys. Which one you will buy and why?

A: Puzzle | Price: \$10

New
Made with harmful chemicals
Involves child labor



B: Car | Price: \$10

Second Hand
Recycled
Donates \$1 to charity to save Earth.



I choose to buy _____

because _____



THEME 4

Planning and Budgeting

7

SMART Financial Plans and Goals



Specific Outcome

Can relate their personal plans with financial choices.



Lesson Objective

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

1. Make personal plans with SMART goals



Materials Needed

1. **Worksheet: Smart Goals** (One per student and optional)
2. Paper
3. Pencils



Methodology

Start: Class Discussion

Learn: Pair Activity

Reflect: Pass the Pebble



Duration

45 minutes



Keywords

Smart goals, planning, financial health



Start Class Discussion



1. Students to raise their hands if they want to be wealthy? Next, inform students that in today's session they will understand how to develop SMART financial plans that positively impact their financial health.
2. Ask children, what is difference between **goal** and **wish**? Allow children to talk and share their answers.
3. Express to them the difference between goal and wish. **A wish is something people wish to desire but make no effort. A goal on other hand is something people work to accomplish. It requires planning and effort.**
4. Next, share example of wish and goal. Example, I wish to make a villa on Mars or my goal is to clean our neighborhood for this I have to create a team, educate community members and collect donations.
5. Give children time to independently think over their wishes and goals and invite a few volunteers to share answers.
6. Share with children that once we know our goals are SMART it is easy to reach them. Let us now understand the characteristics of SMART financial plan.



Learn Deciding How To Save



1. Explain to the students that when they make plans, they should remember to make them **SMART**. That means that the plan is:
 - **Specific:** should be clear to anyone what you mean, and it should not be broad (e.g. it should be something like 'improve my average score in Maths', not 'to do better in school').
 - **Measurable:** you can decide if it was successful by a simple 'yes', 'no', or some other measurement, such as a grade in a class.
 - **Action oriented:** it is clear what you (or other people) need to do.
 - **Realistic:** it can be done given your time and resources. Example, you can save \$50 a month with your pocket money but you can't save \$10,000 a month.
 - **Time-bound:** you have a schedule for when to do each activity. Example, you goal is to learn piano but you cannot learn playing piano in one class, you require completing a beginners course which 5 month long.
2. Ask the children to form groups of five. Once settled give each group Goals-SMART Goals worksheet/ you can also draw the template on the flipchart. Inform them that they have 7 minutes to discuss and transform the goals to SMART goals.

3. Let groups share and compare their answer with each other. Groups can identify a student who shall represent their group work to large group. Appreciate and acknowledge the difference of opinions of the group.

4. Express that SMART goals let us create attainable goals and reach our objectives.

NOTE TO TEACHER

Responses will vary and provide opportunities for students to compare different goal statements that lead to similar results.



Reflect Pass The Pebble



1. Have the students form a circle, and hand out five pebbles to random students.
2. Inform the class that they will play a variant of 'Pass The Ball', in which they need to pass the pebbles around the circle, and that when you say "Stop", the ten students holding a pebble will (one by one) need to answer a question you ask about SMART Goals.
3. Ask the students to start passing the pebbles around when you say stop the five students holding a pebble should each share one difference between how they planned before and planning using SMART.

PARENT ENGAGEMENT ACTIVITY

Talk to your parents/caregivers about family goals. See if you can help them and family by making goals more SMART.



WORKSHEET

SMART GOALS



This page can be printed!



Group Name: _____

Dewi is discussing her goals with you. You just completed your Afaltoun class where they taught you about transforming your goals into SMART Goals.

Can you help Dewi rewrite her goals based on your learning?

GOALS	SMART GOALS
Buy a new bicycle	
Save to buy a new toy	
Build a dog house	



THEME 5

Social and Financial Enterprise

8

It is OK to be Different!



Specific Outcome

Can communicate and connect with those who have different abilities, backgrounds, religion, etc..



Lesson Objective

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

1. Understand and relate to the terms difference, diversity and community.



Materials Needed

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



Methodology

Start: Class Discussion

Learn: Pair Activity & Class Activity

Reflect: Class Discussion



Duration

45 minutes



Keywords

Differences, community, diversity

DEFINITIONS:

Difference: something that is not the same about two or more people or things.

Diversity: the quality of being made up of many different kinds of people, creatures or things; having a lot of variety.

Community: a group of people who share something, like an interest, goal, or living or working space; a group of people who cooperate and learn to work together.



Start Class Discussion



1. Show children any two things, which look, alike and different. Example for round 1, show them two same pens and then show them a pen and paper. Round 2, show them photos of two children from different countries or you can ask children to recall people who they know/think come from a different country? Use probing technique to elicit responses what makes things and people look alike and different?

VIDEO

Use this video to let children understand the concepts via visual story. Thereafter, continue the above section from point 2 as the concept is covered in the story.

Diversity and Inclusion
<https://www.youtube.com/watch?v=tETTSgS4ZpE&t=155s>



2. Now, ask the students the following question to help them deep-dive into the topics:

- What does the word 'difference' mean to you?
- What does the word 'diversity' mean to you?
- What does the word 'difference' mean to you?
- What are some of the ways we feel different, and how do we celebrate these differences in our community?



Learn

Pair Activity and Class Activity



1. Draw a circle on the board/flipchart, and write the words 'difference' and 'diversity' in the centre. Ask the students:
 - What do you think of when you hear the words 'difference' and 'diversity'?
2. Write their answers on the board/flipchart around the circle as they call out their answers.
3. Next, lead the students into a discussion, using the following questions:
 - Why is it important to have different kinds of people in a class community?
 - What would be the disadvantages if everyone in the class were the same?
 - Why do you think difference is important?
 - How can various differences contribute to a class/community?
4. Use their answers to the last question to create a chart showing how various differences can contribute to a class/community on the board/flipchart.
5. Next, give each student a sheet of paper and a pencil. Ask them to write their names on the paper, and to add words and illustrations about themselves and that represent what makes them different from their classmates.
6. Once they have done this, ask them to put their sheets of paper together on the floor in the centre of the classroom to create a collage, and to look at it closely and admire what they have created as it represents the diversity of their classroom community.
7. Finally, tape the pieces together and hang the collage in the classroom.



Reflect

Class Discussion



1. Lead the students into a brief discussion, using the following questions:
2. What can you do to make your people around you feel included?
3. How/what do you feel about diversity in the classroom and in the community?

ADDITIONAL ACTIVITY

With Guest Teacher

You may identify a teacher who belongs to a diverse background and invite her/him for a small pep talk for children. He/she may discuss their challenges, their learnings and support they got from community etc.





All about **AFLATOUN DAY!**

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

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

★ TIP

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

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

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

PREPARATIONS FOR AFLATOUN DAY

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

GUIDELINES FOR STUDENTS

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



THEME 5

Social and Financial Enterprise

9 Aflatoun Day!



Specific Outcome

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



Lesson Objective

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

1. Work for community development.
2. Build community awareness/consciousness.
3. Pre-plan and organize an event.
4. Demonstrate their learnings.



Materials Needed

1. **Thank You Card and/or Gift for the guest(s) (prepared by the students)**
2. Board
3. Paper (Blue, if possible)
4. Pencil, colors
5. **Aflatoun Certificates**



Methodology

Start: Introducing Aflatoun Day

Learn: Brainstorming Ideas

Reflect: Action Plan



Duration

60 minutes



Keywords

Career, annual event, celebration, learning



Information For The Teacher

Students should lead this session. Try involving them in activities such as class/ space decoration or thanking the guest speaker. Students should try out of the box activities as someone can try reciting poem, performing a dance etc. You have successfully deliver the planned sessions, **KUDOS**. It is time for you as teacher to also to **CELEBRATE** so **do not HESITATE**.

Print the certificates in advance (**Refer to page 68**).



Start Introducing Aflatoun Day



1. Let the students welcome the guests, parents and school staff etc.
2. Now the student facilitator: leads the students into a discussion, by asking them the following questions:
 - Based on your own experiences – be it your home, school, friends, neighbourhood, city, state, country, or the world – what does community mean to you?
 - What is good about your/this community?
 - What would you like/want to see improved or changed.
3. You write down the key points on the blackboard/flipchart.



Learn Brainstorming



1. Direct the student facilitator to distribute the blue paper amongst the children.
2. The student facilitator asks students to consider the following questions:
 - What would your ideal world look like?
 - What could our world look like in ten years' time?
 - What would a world where everyone in the world/community worked together look like?
3. The student facilitator involves the guests, parents and school staff in the discussion as well.
4. Post discussion, you direct the students to draw their vision of any of the above on their sheets of (blue) paper, and to color it in.
5. Give them a few minutes to do this, and then ask them to share their creations with the rest of the class.
6. Post this activity, you can invite students to demonstrate their skits, speeches and anything they would like to do.
7. Invite parents to share their feelings and thoughts about the program.



Reflect Action Plan



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

Congratulations! We completed the workshop!



★ CONGRATULATIONS

6



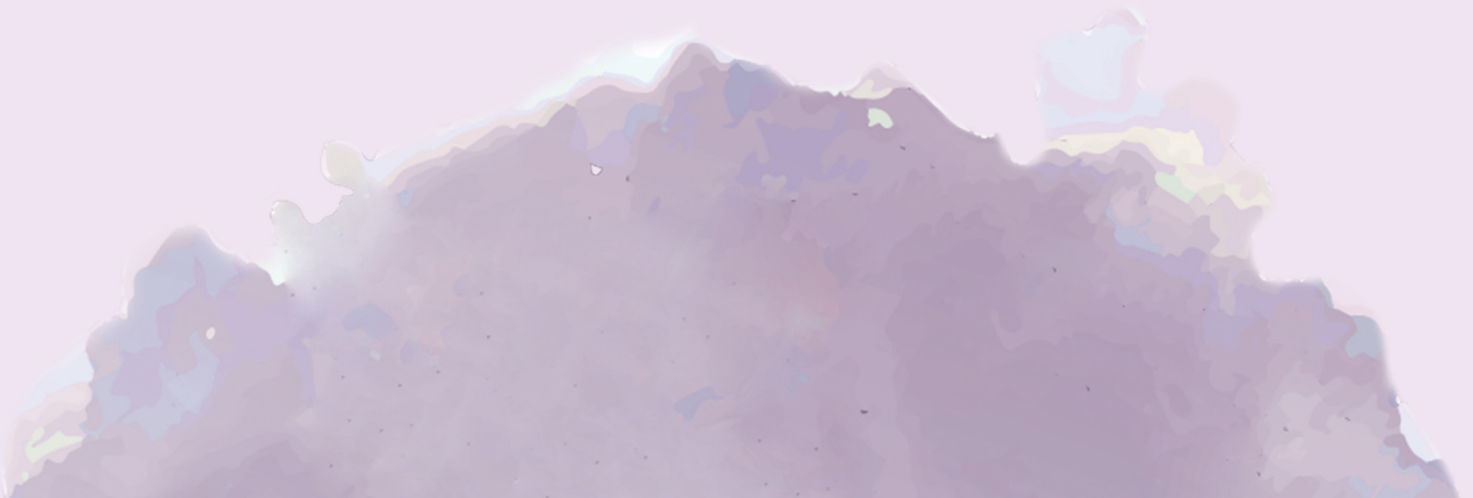
This is to certify that

has successfully completed
Year Six of the Aflatoun Programme

Teacher's Signature:



BONUS SESSIONS





THEME 1

Personal Understanding and Self Awareness

1 Choices, Decisions and Consequences



Specific Outcome

Can balance, prioritise, and choose between different life choices.



Lesson Objective

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

1. Explore the meaning of responsibility through examining choices, making decisions, and experiencing consequences.



Materials Needed

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



Methodology

Start: Class Discussion

Learn: Group Activity and Sharing

Reflect: Class Discussion



Duration

40 minutes



Keywords

Responsible, dependable, choices, decisions, consequences



Note For The Teacher

Prior to the lesson, write the questions listed in the Learn activity out on the top of the board/ flipchart so that the students may refer to them easily during the exercise.



Start Class Discussion



1. Inform the students that today, they are going to learn about being responsible and dependable.
2. Ask the students:
 - Have you ever promised to be responsible for/towards something, had every intention of doing it, but it somehow slipped your mind, and you weren't able to deliver on time?
3. Next, have the students close their eyes, and ask them to imagine the following scenario:

You're expected to come home immediately after school to unlock the door for your younger brother and sister, whose school gets out later than yours. You know you have a good 20 minutes before you absolutely must be home, so when your friend invites you to walk to his/her house to see a new video game/new outfit, you guess you can do that and still be home in time. However, because you both stop to talk with friends on the way to his/her house, you lose track of time and only realise you're already late in getting home when you arrive at your friend's house. Your brother and sister may have already been home, standing outside, for five or ten minutes. You worry about what you should do. Your anxiety increases as you wonder if they are all right. You start thinking about what your family will say about your irresponsible behaviour.



Learn Group Activity



1. Have the students form groups of five to six, and give each group a sheet of paper and a pencil.
2. Ask the groups to think of the scenario you have just read out to them, and to discuss the questions on the board/flipchart (below). Ask one member from the group to write their answers down on their sheet of paper:
 - In light of the situation, what are the choices available to you?
 - What decision will you make?
 - What are the possible consequences of your actions?
 - What are the possible consequences of your decision?

3. Give the students five minutes to discuss these, and then draw three columns on the board/flipchart, and write one of the following in each column: Choices; Decisions; Consequences.
4. Ask each group to share their answers one by one, and write their answers on the board in the appropriate columns on the board/flipchart.
5. Once you have done this, ask the students to discuss responsibility and dependability within their group for few minutes.



Reflect Sharing



1. Lead the students into a discussion about the relationship between responsibility and dependability.
2. During the discussion, ask questions such as:
 - Why is it important to be responsible?'
 - How do your actions affect the lives of others?

★ TIP

Responsibility Scenarios

You may use the following scenarios to let the children think about the consequences if they or people around behave irresponsibly.

- *What would happen if your neighbor starts throwing trash in front of your house?*
- *What will happen if your friend misplaces your notebook?*
- *What will happen if girls are treated inferior to boys?*





THEME 1

Personal Understanding and Self Awareness

2 The Empathetic Approach



Specific Outcome

To be capable of cultural adjustment across communities.



Lesson Objective

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

1. Recognize the feelings and perspective of others.
2. Understand what it is to be a humanist and empathetic.



Materials Needed

1. **Someone Else's Shoes Character Cards**
2. Blackboard/Chalk or Flipchart/Marker (depending on resources)
3. **Worksheet: Myself and My World**



Methodology

Start: Class Discussion

Learn: Pair Activity

Reflect: Class Activity



Duration

45 minutes



Keywords

Empathy, empathetic (active) listening, seizure



Note For The Teacher

Prior to the lesson, please copy out the questions listed in the Learn activity out onto the board/flipchart so that the students may refer to them easily while carrying out the exercise. Also, make/cut out enough copies of the **Someone Else's Shoes Character Cards** so that each student has one.



Start Class Discussion



1. Ask the students:
 - Can you recall what empathy means?
 - Can you provide examples of someone/you showing empathy?
 - Why is it important to be empathetic towards others (people, animals, and environment)?
2. Explain that being empathetic towards others enables us to accept them, their culture, and their ways.



Learn Pair Activity



1. Inform the students that they are going to practice all they've learnt about empathy/being empathetic in a role-play.
2. Give each student a **Someone Else's Shoes Character Card**, and inform them that they are to complete the rest of this activity as the particular character they have been assigned.
3. Ask the students to take some time to think about how he/she would feel in the given situation.
4. Next, have the students form pairs, but point out that they must find a partner who has a different character to the one they themselves have been given.
5. Ask each pair to take it in turns to act out their character and situation to their partner in order to get an empathetic response.
6. Once they have done so, ask the students to discuss the questions on the board/flipchart (below) with their partners:
 - What (if any) empathy was shown towards one another?
 - How did it make you feel?
 - What do you wish could have been done differently?



Reflect Class Activity



1. Have the students stand in a circle/line whichever is conducive based on space.
2. Go around the circle/line and ask each student one at a time to share one thought or experience they have with empathetic behaviour.
3. If some students share similar thoughts/experiences, then they are to sit down. This is to be continued until everyone is sitting or time runs out.

NOTE TO TEACHER

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

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

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



CHARACTER CARDS



This page can be printed!

SOMEONE ELSE'S SHOES

Chen always admired her friend Lucy's wardrobe.

One day, when they were hanging out at Lucy's house, Chen asked to borrow Lucy's expensive blue sweater.

Lucy said she could, but then made fun of Chen, telling everyone at school that Chen couldn't afford her own nice clothes.

During a school field trip, Juan had a seizure in front of his entire class. He came out of it to find all his classmates staring at him. His doctors told him he has a condition where he could have a seizure any time.

Chung is a star football player on the school football team. During one of the final games of the season, he was injured badly, so badly that he couldn't play in the game.

All of Mai's friends are constantly talking about the party – the dresses they're going to buy, how they're going to do their hair, and what they're going to eat.

Mai wants to go, but the tickets are expensive, and her parents cannot afford it.

Lenny has worked at the same restaurant for over a year and has always done a great job.

One day, he over charged a customer by accident. The new boss thought Lenny did it on purpose to make money and fired him.

Anita's best friend confided in her about a surprise birthday party she had planned to throw for her brother. Anita accidentally let the secret slip, and now her best friend won't talk to her.

Bali found out that a nasty rumour being spread about her was started by a friend.



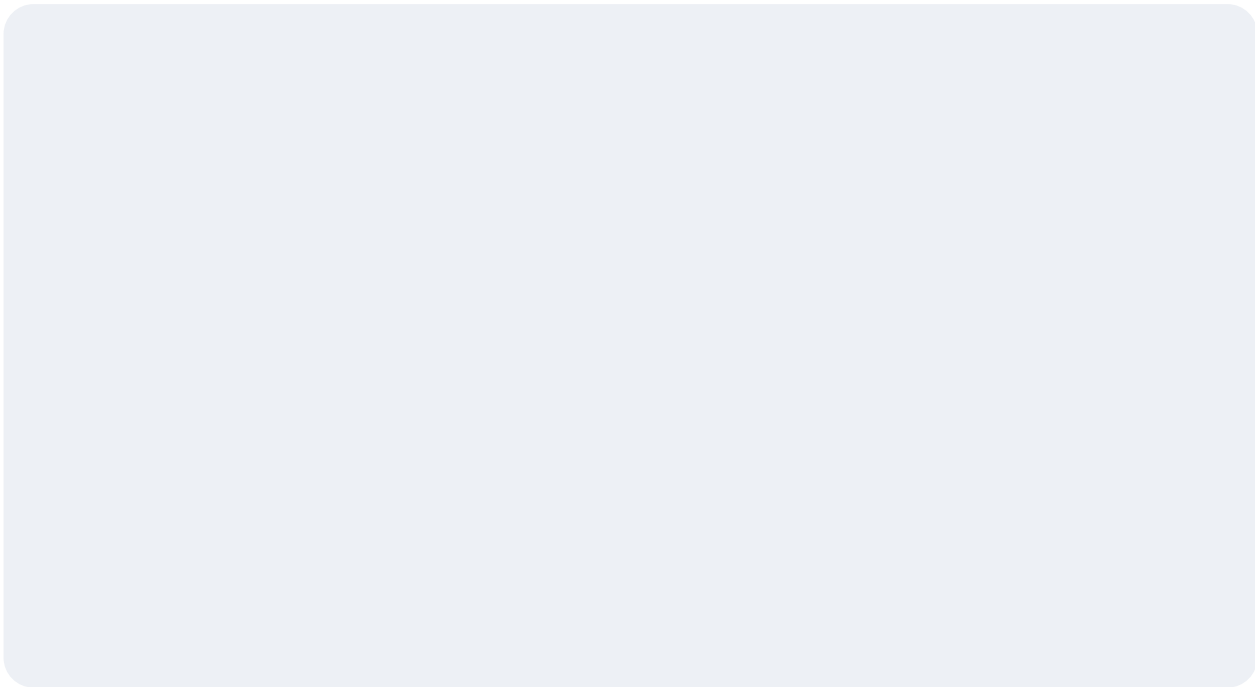
WORKSHEET



This page can be printed!

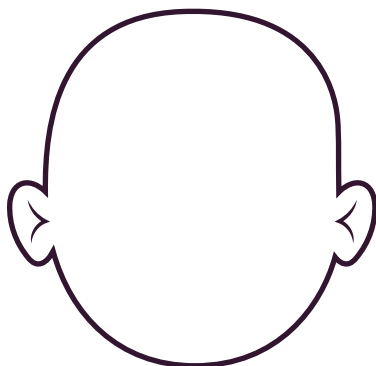
MYSELF AND MY WORLD

1. Draw a picture of yourself with things you like to do and things you wish to have in life.

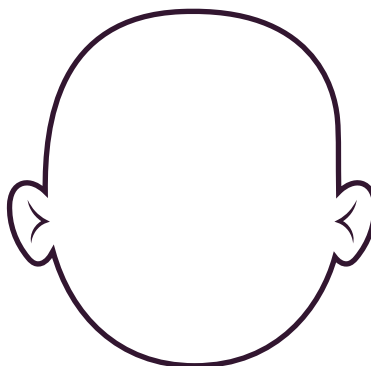


2. Imagine yourself in the following situations and portray your emotions in the blank face:

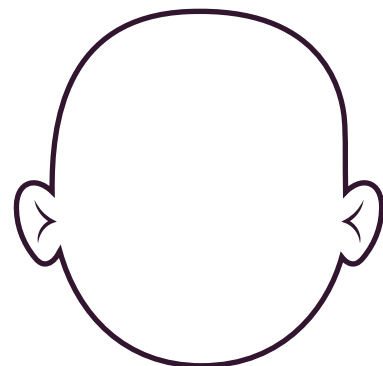
When you are unable to go to play with your friends.



When you are unable to go to play with your friends.



When you are unable to go to play with your friends.





3. Choose the right answer.

- a. We should be empathetic towards others.
- b. We should recycle paper and plastic bottles.
- c. We should not keep our community clean.

4. Write in circles which natural disasters can affect your community:





THEME 2

My Rights and Respecting Other's Rights

3

We are Humans and we are Equal



Specific Outcome

Cooperative learning: Learn how to ensure equal participation for girls and boys in various activities.



Lesson Objective

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

1. Identify ways in which boys and girls can participate equally in the community.
2. Critique gender inequality in their surroundings.



Materials Needed

1. Gender equality vs. inequality scenarios example images



Methodology

Start: Class Discussion

Learn: Group Activity

Reflect: Sharing



Duration

45 minutes



Keywords

Gender inequality, boys, girls



Information For The Teacher

If it is not possible for each group to have three girls and three boys, please inform the students that for this activity, they may have to take on the role of the opposite sex to ensure that each group is equally split into three 'boys' and three 'girls'.



Start Class Discussion



1. Briefly explain the concept of **gender inequality**, focusing on situations where boys or girls are treated differently because of their sex and not because of their inherent abilities and inherent value as a person.
2. Discuss these gender inequality practices with the students. Have them share any experiences they may have had/seen.



Learn Group Activity



1. Have the students form groups of six, consisting of three girls and three boys in each group (**please see 'Note To Teacher' box**).
2. Ask each group to prepare a scene that shows equal participation of girls and boys in an activity. Explain that the groups can choose any type of situation - from doing household chores to working and holding different positions in society. Use the **Gender quality vs. inequality scenarios** example images on the next page to give a bit of an idea of types of situations where different gender roles are depicted.



Reflect Class Activity



1. Have each group present their scene, one by one.
2. Ask the students:
 - Can you give examples of situations where you have seen equal participation without gender discrimination?
 - How do you feel about equal participation?
 - What can the community do to create more equal participation?

VIDEO

Use this video to show children different types of careers. Dedicate enough time to possible questions and comments children might have about what they have seen.

Jobs and Occupations - Vocabulary for Kids - Compilation
<https://www.youtube.com/watch?v=ugsRzHMIF2o&t=38s>



NOTE TO TEACHER

Discussing gender in class.

Some children might have strong opinions about distinct careers for men and women. This might be the time and place to touch upon common traits, similarities and differences between boys and girls, men and women. Point out that the unique traits of girls and boys are physical, and that they have a lot in common too. Remind them, that no one is better than the other, and that each person is unique in their own way and important to one another.

Gender stereotyping is common in the workplace and in society. If you want to elaborate on this topic more, have students draw pictures that represent different professions, such as construction worker or teacher. Collect the drawings and add up how many men or women were represented in each drawing. Use available data to discuss how gender roles and societal expectations impact individuals' employment opportunities.





This page can be printed!

FLASHCARDS

GENDER INEQUALITY

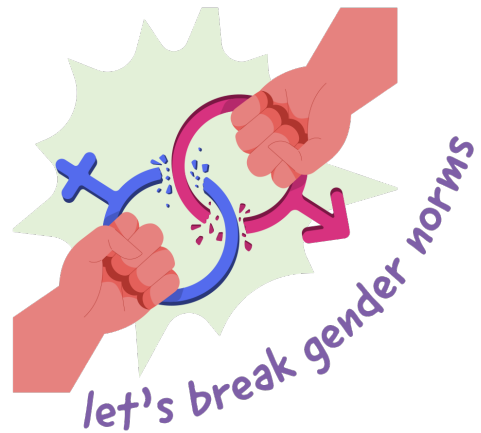




This page can be printed!

FLASHCARDS

GENDER EQUALITY





**Co-funded by
the European Union**

Aflatoun International

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

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

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

Škola dokorán – Wide Open School n. o.

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

Pomoć deci

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

