

Portugal Theme: Developing Self Determination

Sub-theme 2: Empowerment/Autonomy

Set of Activities 1: Developing meaning in life and sense of purpose

Set of Activities 2: Fostering agency and self-efficacy

Set of Activities 3: Promoting self-advocacy

Set 1: Developing meaning in life and sense of purpose

Learning Goals

By the end of this unit, children will be able to:

EARLY YEARS

- Describe what is important to them
- Explain why some things happen (causes and consequences)
- Describe what will happen when they grow up

EARLY PRIMARY

- Describe who they are and what is important to them
- Explain why some things happen to them (things that I control and things that I do not control).
- Describe what will happen when they grow up and reflect about future roles

LATE PRIMARY

- Describe how they can make a difference to people and places around them (home, school and community).
- Recognize that it is important to understand the causes of challenging and stressful situations, its impact on them and others, and the ways to overcome them.
- Describe what will happen when they grow up, reflect about future roles, and imagine their future profession

Tips for Teachers

1. Identify how your children strengths could contribute to the others in the school community and help them get started
2. Establish a network with children from other classes who have similar interests, and organize meaningful activities together
3. Discuss your children's dreams for the future
4. Remember that having meaningful relationships with adults is one of the most important factors in helping children succeed in life
5. Inspire your children and believe in them
6. Always ask for feedback from take home activities

Activity 1: Helen the Hedgehog Thinks About What Is Really Important

Learning Goal

Children will discuss global meaning and identify what is important to them.

Learning Outcome. By the end of this study unit, I will be able to:

Describe **what is important to me.**

Age Group

Early Years

Level

Basic

Materials needed

Hand or finger puppets; blank sheets of paper; crayons, colour pencils or markers

Activity Steps

1. Start the lesson with a Mindfulness activity.
2. Read this story to the children using hand or finger puppets:

"The raspberry cake"

Helen the hedgehog and Sam the squirrel came back from school very excited. The day of their annual school trip was arriving and they couldn't be happier. This year, the school had decided to take all their students to the beach. Helen loved the beach and all the things she could do there and that were not possible to do in the forest: get the feet wet in the salt water, take sunbath, eat ice creams, and roll in the warm sand...! "I can't wait to be there, Sam! I feel so good!" said the hedgehog laughing.

Helen's mother used to make delicious food for the school trip. This year it wouldn't be different. In the day before the trip, Helen's mother had already prepared a delicious mushroom pie, a nuts salad and chips. It was only missing Helen's favourite desert: her mother's raspberry cake.

At the trip day, Helen woke up really early so that she would not be late. Her mother was putting her raspberry cake inside the oven when something bad happened: she burned one hand in the oven. "It is nothing serious." she said, trying to calm down Helen, that was very concerned. "What a bad luck to happen precisely today! With my hand burned I won't be able to bake my watermelon pie for the forest pies contest!" exclaimed Helen's mother.

Helen felt a lot of things at the same time. She really wanted to go to the school trip but she knew that her mother would be very sad knowing that her pie wouldn't be at the contest. In the last three years, she had always won a prize in this contest. Staying at home to help her mother wouldn't leave Helen happy.

"Mum?" said the hedgehog. "Yes, Helen?" "I had an idea! I will call our neighbour to help you with the pie. With her help, you can bake the pie and participate in the contest." And I can go to the school trip without being worried with you. Going to the trip is very important to me but, right now, I want to help you and I will be happy and proud if I do it!" said the little hedgehog. "Oh Helen, give me a hug!" said her mother.

The little hedgehog called her neighbour and she spent that day helping Helen's mother baking the watermelon pie. Helen felt very good with her decision. Helping her mother, and people in general, was something that she loved to do.

3. First, help the children to process the story by asking them:

- Did you like the story?
- What happened to Helen's mother?
- Helen made a decision. What was it?
- Did she feel good about it? Why?

4. Then relate the story to the children's own experiences:

- Have you ever stopped to think about the things that are really important to you?
- Can you give some examples?

5. Ask the children to make a drawing about the things that they consider to be important to them. At the end, they can discuss their drawings, explaining why the things they have drawn are so important.

Take Home Activity

Children can talk to their parents about the activity they have done at school and reflect a little bit more about the most important things for them. On the next day in class, the teacher can ask about what they have talked with their parents.

Activity 2: Helen the Hedgehog Wonders Why Does This Happen

Learning Goal

Children will reflect about situational meaning, searching for the causes of the events (internal and/or external factors).

Learning Outcome. By the end of this unit, I will be able to:

Describe **why some things happen (causes and consequences)**.

Age Group

Early Years

Level

Intermediate

Materials needed

Hand or finger puppets

Activity Steps

1. Start the lesson with a Mindfulness activity.
2. Read the story in Activity 1 to the children using hand or finger puppets.
3. First, help the children to process the story by asking them:
 - Did you like the story?
 - What happened to Helen's mother?
 - Why do you think that Helen's mother hurt her hand?
 - Helen made a decision. What was it?
4. Then relate the story to the children's own experiences:
 - Helen's mother had an accident. Have something similar happened to you before?

- Why did it happen?

5. Reflect with the children about things that happen to them, reinforcing that it is important that we believe that we can change. Usually, when we try hard, we succeed. Ask them to think of some examples (if I practise, I will be a better football player; if I pay attention to the teacher, I will do better the activity; if I wear a coat when it's cold, I probably won't get sick; I can make many choices about my health; I can do many things to prevent accidents, etc.)

Take Home Activity

Children can try to think, together with their parents, how important is to believe they can do things by themselves. On the next day in class, the teacher can ask about what they have talked with their parents.

Activity 3: Helen the Hedgehog Finds a Purpose

Learning Goal

Children will describe their purposes in life, imagining what will happen when they grow up.

Learning Outcome. By the end of this unit, I will be able to:

Describe what will happen when when I grow up

Age Group

Early Years

Level

Advanced

Materials needed

Hand or finger puppets; activity sheet from the resource pack; crayons, coloured pencils or markers; tape; cardboard with shape of an airplane; paper circles

Activity Steps

1. Start the lesson with a Mindfulness activity.

2. Read the story in Activity 1 to the children using hand or finger puppets.

3. First, help the children to process the story by asking them:

- Did you like the story?
- What happened to Helen's mother?
- Helen made a decision, based on something important to her. Do you know what that is?

4. Then relate the story to the children's own experiences:

- Have you ever stopped to think about the things that are important to you? Why are they so important?

- Do you think they will be important in the future? Everything will be different or some things will remain equal?

5. Before starting the activity, the teacher must make an airplane in cardboard (see activity sheet). Tell them to imagine themselves growing up. What will happen by then? What might they be doing? Give them a piece of paper with the shape of a circle and ask the children to think about things they love, they are good at and that are important in their lives and tell them to make a drawing about it. At the end, they must share their drawings with the rest of the group and stick them on the airplane. They are about to take off...

Take Home Activity

Children can talk to their parents about what they imagine that will happen when they grow up. Their parents can share what they used to think about it when they were of their ages. Invite children to make a draw with their parents and bring it back to school.

Activity 4: Helen the Hedgehog and Sam the Squirrel Reflect on Themselves

Learning Goal

Children will talk about global meaning, recognizing who they are and what is important to them.

Learning Outcome. By the end of this unit, I will be able to:

Describe **who I am** and what is important to me.

Age Group

Early Primary

Level

Basic

Materials needed

Hand or finger puppets; activity sheet from the resource pack; old magazine cuts; crayons, colour pencils or markers

Activity Steps

1. Start the lesson with a Mindfulness activity.
2. Read the following story to the children using hand or finger puppets:

“Travel to the future”

Helen the hedgehog and Sam the squirrel were lying down next to a tree at the forest, enjoying the warm and shiny sun. They were really concentrated in an important task that Helen’s mother had assigned to them: to reflect about the things they love the most and they are good at, imagining what they might be doing in the future.

“Adults always find a way to make difficult questions! I love a lot of things and I can imagine myself doing many different things when I grow up.” reflected the hedgehog. “Helen, I am sure that if you think about it, you will see that you have some preferences.

For example, I love to eat but I don’t know how to cook! And I am very good playing hide and seek at the forest but there are a lot more games I can learn to play! I also love music but learning to play an instrument is very hard because we need to spend many hours practising, and I like to play with my friends at the forest! My teacher is always telling me that I am very good at making wood sculptures. Maybe that is what I am really very good at!” said the squirrel. “Wowwww...that is a very good answer! I am sure you are very good at making sculptures! You are one of the bests in the entire forest! Well, I am not so sure about me. I love to sleep, to play cards, to listen to music and to scratch my spikes...but these things are not very special!” replied the hedgehog. At that moment, it looked that Helen was concerned and Sam felt he could try to help her: “Helen, what do you do every Sunday morning?” “I go to my grandmother’s house and spend the morning with her. She is always very happy that we spend some time together, just talking, reading the newspaper or making some tea. It is a wonderful feeling knowing that she likes my company!” exclaimed the hedgehog. “There is your answer. You are very good at helping other people and you love to do it!” replied Sam. “Yes, I can think of a job that will allow me to help people...like being a nurse...or a social worker...or a lawyer!” concluded Helen.

The two friends returned home with very good answers to the task that Helen’s mother had assigned to them. “Do you know Sam, I can see that we have a very happy future ahead of us!” reflected Helen the hedgehog.

3. First, help the children to process the story by asking them:

- **What was your favourite part of the story? Why?**
- **Helen’s mother gave the two friends an important task. Were they able to think about it?**

4. Then relate the story to the children’s own experiences:

- **Have you ever stopped to think about who you are and what is really important to you?**

5. Ask the children to think about who they are, things they love, they are good at and that are important in their lives.

6. Give each child the activity sheet from the resource pack and ask them to make a drawing or a collage about who they are. At the end, they can share their works with the classroom.

Take Home Activity

Children can take home their activity sheet and talk to their parents about the activity they have done at school. On the next day in class, the teacher can ask about what they have talked with their parents.

Activity 5: Helen the Hedgehog Understands Why Things Happen

Learning Goal

Children will explain situational meaning, searching for the causes (internal and external) of what happens to them.

Learning Outcome. By the end of this unit, I will be able to:

Explain **why some things happen to me (things that I control and things that I do not control).**

Age Group

Early Primary

Level

Intermediate

Materials needed

Hand or finger puppets;

Activity Steps

1. Start the lesson with a Mindfulness activity.
2. Read the story in Activity 4 to the children using hand or finger puppets.
3. First, help the children to process the story by asking them:
 - What was your favourite part of the story? Why?
 - Helen's mother gave the two friends an important task. Were they able to think about it and come to a conclusion?
4. Then relate the story to the children's own experiences:
 - Have you ever thought about your future?

- What can you do to make things happen?

5. Divide the children in groups of four elements each. Invite each child to think about the following question: "If (name a student in the group) was a superhero, which one would it be?" The children nominated must think about why they chose that superhero and their classmates must give their opinion about it. It is important to reflect on this choice. "Why did they choose that particular superhero?" "Because he is able to fly?" "Because he helps people?" "Because he is smart?" "Do they have something in common with that superhero?"

6. Teacher can invite the groups to create their own superhero. Children can choose how he will be (the strengths and qualities most valued) and how they are related with the causes that make things happen in their lives (for example if they are hard workers they possibly will be better at school, if they try again and again basketball they will improve as players).

Take Home Activity

Children can talk to their parents about why things happen to them sometimes (e.g. why they were selected to the school's theatre play; why they had that grade on the test...) understanding that most of the times they can find a reason to it. On the next day in class, the teacher can ask about what they have talked with their parents.

Activity 6: Helen the Hedgehog and Sam the Squirrel Think About Their Roles

Learning Goal

Children will describe their purposes, their future roles, imagining what will happen when they grow up.

Learning Outcome. By the end of this unit, I will be able to:

Describe about what will happen when I grow up and reflect about future roles.

Age Group

Early Primary

Level

Advanced

Materials needed

Hand or finger puppets; magazines and newspapers; scissors; blank sheets of paper; glue; pens and pencils

Activity Steps

1. Start the lesson with a Mindfulness activity.
2. Read the story in Activity 4 to the children using hand or finger puppets.
3. First, help the children to process the story by asking them:
 - What was your favourite part of the story? Why?
 - Helen's mother gave the two friends an important task. Were they able to manage it?
 - What are their main goals in the future? What do you think they can do to achieve them?
4. Then relate the story to the children's own experiences:

- Have you ever stopped to think about who you want to be?
- What are your goals to the future?
- Can you imagine your future roles?

5. Ask the children to think about things they love, they are good at and that are important in their lives. Tell them to imagine themselves grown up. What are their wishes and desires? What kind of person do they want to be? What will they be doing? Did they already imagine their future roles? Help them to see that they will contribute in different aspects and have multiple roles in life (home and family, education and career, community and service, and hobbies and recreation) and that they can have a purpose in each of these roles.

6. Give each child a blank sheet of paper and invite them to write a small text or to make a drawing/collage about their future roles, what they imagine they will do. At the end, ask them to share their work with the group, discussing them.

Take Home Activity

Children can take home their work and discuss it with their parents and family members. Their families can talk to them about their roles. On the next day in class, the teacher can ask about what they have talked with their parents.

Activity 7: Making a Difference

Learning Goal

Children will talk global meaning, recognizing how they can make the difference to people and place around them (home, school and community).

Learning Outcome. By the end of this unit, I will be able to:

Describe **how I can make a difference to people and place around me (home, school and community).**

Age Group

Late Primary

Level

Basic

Materials needed

Blank sheets of paper; pens and pencils; small pieces of cardboard

Activity Steps

1. Start the lesson with a Mindfulness activity.
2. Ask the children to think about things they love, they are good at and that are important in their lives. Tell them to imagine themselves grown up. What are their hopes and dreams? What kind of person do they want to be? How can they make the difference? Get them to think that these things give their lives sense of purpose. Focus on the idea that lots of little things are really important because they can make a big difference to their lives. Every person is important too because everyone can make a big difference to someone else.
3. Ask the children to sit in a circle and tell them to think about small actions they can do that can make a difference (e.g. to put the garbage in the bin, to recycle used paper, thank someone who helped, to be kind). Ask them to write them in pieces of cardboard and to post them in one wall of the classroom. They can see examples of different actions they can do that can make a

big difference to the people and places around them. Explain the children that most of the big actions they do in their lives are just the sum of lots of small actions. Ask them to think of a big action they would really like to do and to write down in a sheet of paper all the small actions they are already doing that will contribute to this big action. Ask them to make another list with other small actions they could do to help them with their plan. What difference could it make if they did all those little actions too? At the end, ask the classroom to discuss their ideas. The teacher can reinforce the idea that all the children can do a lot of things to make a difference.

Take Home Activity

Children can ask their parents to help them think of another big thing they would really like to do. Together, they can try to list all the things the child could do in order to achieve it in the future. Ask children to bring to school the list they have done with their parents.

Activity 8: What Now?

Learning Goal

Children will explain about situational meaning, searching to understand the causes of stressful situations, its impact and ways to overcome them.

Learning Outcome. By the end of this unit, I will be able to:

Recognize that is important to **understand the causes of stressful situations, its impact on me and others, and the ways to overcome them.**

Age Group

Late Primary

Level

Intermediate

Materials needed

None

Activity Steps

1. Start the lesson with a Mindfulness activity.
2. Divide the children in groups of four elements each. Tell them that they are going to perform a role-play with a challenging situation. For example, a child is telling another child to do something stupid (the teacher can choose a situation that he considers to be most important to explore). Each group should decide how to solve the situation and present it to the class. At the end, the teacher must explore the situation: causes, impact and ways to overcome it. For example, in the theme presented the teacher can ask: Why is this child being a victim of bullying? Why is the bully doing this to the victim? What is the impact of this situation? How to

overcome this situation? It is important to find different strategies and to realize that they must be positive when facing adversities, believing that they can make things happen.

Take Home Activity

Children can talk to their parents about another challenging experienced, registering it, and then reflect about it in terms of: Why did it happen? What impact did it have in them? How did they overcome it? Ask children to bring to school the material they have done with their parents.

Activity 9: Future Professions

Learning Goal

Children will describe about their purposes, their future roles, imagining what will happen when they grow up, and their future profession.

Learning Outcome. By the end of this unit, I will be able to:

Describe about what will happen when I grow up, imagining my future profession and my **future roles**.

Age Group

Late Primary

Level

Advanced

Materials needed

Blank sheets of paper; pens or pencils

Activity Steps

1. Start the lesson with a Mindfulness activity.
2. Ask the children to imagine themselves grown up. What are their wishes and desires? What kind of person do they want to be? What will they be doing? Did they already imagine their future profession?
3. Tell the children that thirty years from now, someone will want to make a story about them. That person will interview three people who know them well – for example: a parent, a friend, a teacher, etc. What would they say about them? Ask the children to write down the names of three key people in a list and then to write beside each name what they would like that person

to say about them. Then, they can make a story about their life in the future, including their future profession. At the end, they can talk in group about their life's stories.

Take Home Activity

Parents can talk to children about the different professions of their family members (what do they do, responsibilities, rights, etc.). Children can write a text about a relative with a profession similar to the one that they would like to have. Ask children to bring to school the text they have done with their parents.

Set 2: Fostering agency and self-efficacy

Learning Goals

By the end of this unit, children will be able to:

EARLY YEARS

- Recognize that they can make things happen
- Recognize that others can help to make things happen
- Believe that they can do things

EARLY PRIMARY

- Recognize that they can make things happen, and that it will be easier if they plan first and then do it
- Recognize that others can help them to make things happen and that they can seek for others who know or can do
- Believe that they can do things and achieve their goals

LATE PRIMARY

- Recognize that they can make things happen, planning before acting, anticipating outcomes and reflecting on results
- Recognize that others can help them to make things happen and that they can seek for others who know or can do, working together to achieve goals
- Believe that they can do things, achieve their goals and overcome obstacles

Tips for Teachers

1. Give your children the opportunity to interact actively with others and let them participate in the school, making decisions and being actively involved
2. Challenge your children's negative thoughts
3. Teach your children goal setting, increasing their thinking strategies and agency (sense of independence, autonomy, freedom)
4. Notice, analyze, and celebrate children's successes, emphasizing their efforts
5. Be honest, realistic, and specific with the children
6. Plan challenging and meaningful tasks, achievable for each child.
7. Have children set self rewards for their achievements.
8. Always ask for feedback from take home activities

Learning Goal

Children will understand that they can make things happen.

Learning Outcome. By the end of this study unit, I will be able to:

Recognize that **I can make things happen.**

Age Group

Early Years

Level

Basic

Materials needed

Hand or finger puppets; crayons, pencils or coloured markers; blank sheets of paper

Activity Steps

1. Start the lesson with a Mindfulness activity.
2. Read this story to the children using hand or finger puppets:

“The bird”

Sam the squirrel was at the forest collecting wood, since his mother had asked him before to bring a bag of wood for the fireplace. When he finished, he realized that the bag was too heavy and, no matter how hard he tried, he could not move it. He pulled and pulled, and tried but he couldn't do it. Finally, he left the bag behind and thought: “I am sure I can find someone to help me.”

Sam started walking and soon he saw a deer with long antlers. “Hello! Will you help me? I need to take home a bag of wood?” asked the squirrel. It is so heavy that I can't do it alone!” The deer looked at Sam and told him that he couldn't help because he was in a hurry. Sam was sorry but kept walking until he found a fox. She looked very strong and fast. “The fox may help me,” he thought. He ran and asked her: “Hello! Will you help me walking back home with a bag of wood? It is so heavy that I can't do it alone!” The fox answered: “I have just come from a long run and I am very tired. Can't you find someone else to help you this time?” I will try, said Sam, and continued walking. After a while, he saw a small yellow bird and thought: “Maybe this little bird could help me. But he is so small! It doesn't look very strong...” The squirrel decided to try anyway: “Hello! Will you help me walking back home with a bag of wood? It is so heavy that I can't do it alone!” “Yes, I will be glad to help you, if I

can.” said the little bird. So, they went back to where the wood bag was and together, they started carrying the bag. And they did it! Very soon they were at Sam’s place. The squirrel, impressed with the little bird’s strength, thanked and said goodbye.

Then, Sam realized how important it is to be persistent and believe that things even when they look difficult will work out.

3. First, help the children to process the story by asking them:

- Did you like the story?
- Sam was having a problem. What was it?
- How did he solve it?
- Did Sam believe he was able to make things happen? How did he show it in the story?

4. Then relate the story to the children’s own experiences:

- Have you ever had a problem like Sam’s? That looked very difficult to solve?
- Did you believe that you could solve it?
- What did you do?

5. Give each child a blank sheet of paper and ask them to make a drawing about the story and the things that Sam made to try to solve it. At the end, ask the children to share their drawings, talking about them.

Take Home Activity

Children can take home their drawings and share it with their parents. Together, they can think of a problem that children had before and discuss the actions they took to find a solution to the problem. On the next day in class, the teacher can ask about what they have talked with their parents.

Activity 2: Sam The Squirrel Asks For Help

Learning Goal

Children will understand that others can help them to make things happen.

Learning Outcome. By the end of this unit, I will be able to:

Recognize that **others can help me to make things happen.**

Age Group

Early Years

Level

Intermediate

Materials needed

Hand or finger puppets; crayons, coloured pencils or markers; strips of cardboard

Activity Steps

1. Start the lesson with a Mindfulness activity.

2. Read the story in Activity 1 to the children using hand or finger puppets.

3. First, help the children to process the story by asking them:

- Did you like the story?
- Sam was having a problem. What was it?
- What did he do to solve it?
- Could he do it on his own? Or did he ask for help?

4. Then relate the story to the children's own experiences:

- Have you ever had a problem like Sam's when you had to ask for help to solve it?
- Who helped you? Was it important?

5. Tell children that sometimes, when they see that they can't do something by their own, they can ask for help. Others can help them to make things happen. Give each child a strip of cardboard and ask them to make a drawing of a situation where they asked for help to make something happen. At the end, invite the children to share their drawings and make a poster with them.

Take Home Activity

Children can talk to their parents about the activity they have done at school and together they can try to make a list of situations when they asked for help to others. At the end, children will see how important others help can be sometimes. Ask children to bring to school the list they have done with their parents.

Activity 3: Sam the Squirrel Makes Things Happen

Learning Goal

Children will believe that they are able to do things.

Learning Outcome. By the end of this unit, I will be able to:

Believe that **I can do things**.

Age Group

Early Years

Level

Advanced

Materials needed

Hand or finger puppets; copies of the activity sheet from the resource pack; crayons, colour pencils or markers; old magazine; glue; scissors

Activity Steps

1. Start the lesson with a Mindfulness Activity.
2. Read the story in Activity 1 using hand or finger puppets.
3. First, help the children to process the story by asking them:
 - Did you like the story?
 - Sam was having a problem. What was it?
 - What did he do to solve it?
 - Do you think he was optimistic and confident that things would work out? Did he believe that he could do what he wanted to?
4. Then relate the story to the children's own experiences:

- Have you ever had a challenge like Sam's? That looked difficult?
- Did you believe that you could solve it?

5. Tell children that everyone faces challenges and has the power to overcome it. Usually, it is easier when they believe in their skills and abilities, trusting that things will work out. When they try and have positive thoughts, they will persevere in their efforts and succeed.

6. Give each child an activity sheet from the resource pack and ask them to think about moments when they felt they could do things. Invite them to draw these situations inside the circles. At the end, children must share their works with the group, realizing that they can do a lot of important things and that they have the abilities to do it.

Take Home Activity

Children can talk to their parents about things they can do at home to help their family, participating in daily routines. On the next day in class, the teacher can ask about what they have talked with their parents.

Activity 4: Helen the Hedgehog Plans a Party

Learning Goal

Children will understand that they can make things happen but they must plan before doing.

Learning Outcome. By the end of this unit, I will be able to:

Recognize that I can make things happen, and that will be easier if I **plan first and then do it**.

Age Group

Early Primary

Level

Basic

Materials needed

Hand or finger puppets; blank sheets of paper; pens or pencils; crayons, coloured pencils or markers

Activity Steps

1. Start the lesson with a Mindfulness activity.
2. Read the following story to the children using hand or finger puppets:

"The birthday party"

Helen the hedgehog was returning from school with Sam. She was very happy with the result of her Math's test. "Thank you Sam, I had this good grade because of you! If you hadn't helped me last week with the exercises, I wouldn't be able to solve them on the test! I am so happy!" said Helen to her friend Sam.

Helen left Sam at home and continued her way. "Sam is always helping me when I need. I have to do something for him. I know!!! I will organize him a birthday party!" she thought. Sam's birthday was coming and she knew Sam's mother wouldn't be able to

organize him a party because she would be out of the forest in that week, helping her sister moving to another forest. She had promised to compensate him in the following week but it wouldn't be the same. By then, the school would be over and all of their friends would be on vacations. Helen decided than to go on with this great idea!

In the following days, Helen made a plan to organize the party: first, talk to Sam's family to see what they think of the idea; then, ask mum to do the party at the garage; invite friends; and take care of food and drinks. "Ok, Helen. You have a lot of things to do!" whispered the hedgehog.

Helen followed her plan in a very strict way. Nothing could fail. She got Sam's family approval, her mother allowed her to do the party at the garage and she sent the invitations to their closest friends. Now she had to think about food and drinks. "I will need help for this part." she thought. And she started thinking about who could help her. "I guess Harry the beaver can search for nuts, the birds can bring fresh water from the lake, Anna the fox can bake a fruit pie and my mother won't mind helping me with the rest. Like this, it will be easier to have everything ready when the time arrives."

In his birthday day, Sam the squirrel had one of the biggest surprises of his life! All of their friends jointed to his party and they had lots of fun!

Helen finished the day really happy. "It is so good when we can achieve our goals!"

3. First, help the children to process the story by asking them:

- Helen had an idea to thank Sam for his help. What was it?
- What was the first thing she did to make it possible?

4. Then relate the story to the children's own experiences:

- Have you ever been involved in a task like Helen?
- Did you have to think about it before doing it? Why it important to plan things?

5. Before starting the activity, the teacher must copy the activity sheet from the resource pack, in order to have one for each child. Tell the children that everyone faces challenges and that all

have the power to solve them. It is important to believe in their skills and abilities, trusting that they will achieve their goals.

6. Give each child an activity sheet and invite them to think about something they would like to do. Then, get them to think about what they have to do to make it happen. They must realize that it is important to have a plan because that will make things easier. Ask the children to make a drawing about their goal and what they will do to achieve it.

Take Home Activity

Children can take home their activity sheets and ask their parents if they can think of other strategies to help them improving their plans. Ask children to bring to school the modifications they did with their parents.

Activity 5: Helen the Hedgehog Seek for Others

Learning Goal

Children will understand that others can help them to make things happen, and that they can seek for others who know or can do.

Learning Outcome. By the end of this unit, I will be able to:

Recognize that others can help me to make things happen and that I can **seek for others who know or can do**.

Age Group

Early Primary

Level

Intermediate

Materials needed

Hand or finger puppets; post it's (biggest size); pens or pencils

Activity Steps

1. Start the lesson with a Mindfulness activity.
2. Read the story in Activity 4 to the children using hand or finger puppets.
3. First, help the children to process the story by asking them:
 - What was your favourite part of the story? Why?
 - Helen decided to make Sam a surprise. What did she do to make it happen?
 - Did she do it by her own? Or did she ask for help?
4. Then relate the story to the children's own experiences:
 - Have you ever done something like Helen?
 - Did you ask for help? Why?

- Is it important to seek for others to help us?

5. The teacher must give each child a post it and ask her to think of something she would like to do. Ask her now to think of someone that could help her with that task. Children must write down their goal on the post it and under it, the person that they think could help them achieving their goals. The post it's can be glued in a classroom's window.

Take Home Activity

Children can talk to their parents about the activity they have done at school and together they can make a list of things children would like to accomplish, registering the names of people that could help them with those things. Ask children to bring to school the list they have done with their parents.

Activity 6: Helen the Hedgehog Achieves Her Goal

Learning Goal

Children will believe that they are able to do things, achieving their goals.

Learning Outcome. By the end of this unit, I will be able to:

Believe that **I can** do things and **achieve my goals**.

Age Group

Early Primary

Level

Advanced

Materials needed

Hand or finger puppets

Activity Steps

1. Start the lesson with a Mindfulness activity.
2. Read the story in Activity 4 to the children using hand or finger puppets.
3. First, help the children to process the story by asking them:

- What was your favourite part of the story? Why?
- Helen decided to do an important thing. What was it?
- Was she capable of doing it?
- How did she reach her goal?

4. Then relate the story to the children's own experiences:

- Have you ever done something like Helen? What was it?
- Were you optimistic and confident about it? Did you believe you could do it?
- Did you achieve your goal?

5. Tell the children to sit in a circle. Ask them to think of situations when they felt they have achieved their goals. Ask one of the children to talk about it. How did she do it? Did she do it by her own? Did she ask for help? How did she feel after achieving her goal? All the children must have space to talk about previous experiences. At the end, the group can discuss strategies/actions that have been used to reach the best solutions.

Take Home Activity

Children can ask their parents to share with them a situation where they felt they have succeeded. Together, they can talk about the importance of believing in their own skills and abilities. On the next day in class, the teacher can ask about what they have talked with their parents.

Activity 7: Anticipating Outcomes

Learning Goal

Children will understand that they can make things happen, planning before acting, **anticipating outcomes and reflecting on results**.

Learning Outcome. By the end of this unit, I will be able to:

Recognize that I can make things happen, planning before acting, **anticipating outcomes and reflecting on results**.

Age Group

Late Primary

Level

Basic

Materials needed

Box, hat or bag; blank pieces of paper

Activity Steps

1. Start the lesson with a Mindfulness activity.
2. Tell the children that everyone faces challenges and has the necessary abilities and strengths to overcome it. It is important to believe that things will work out, being positive about it. When they try and have positive thoughts, they will persevere in their efforts and succeed. Planning before acting, anticipating outcomes and reflecting on results is crucial in order to achieve their goals.
3. Before starting the activity, write down in small papers situations or challenges that children might have to face. Ask a child to take a paper from the box and read it loud. She must think about the situation, possible solutions, anticipating outcomes and reflecting on results. At the end, invite the class to discuss what has been said. Make sure that every child participates in the debate, reflecting about the theme.

Take Home Activity

Children can take home a paper with a situation and talk about it with their parents, registering the main conclusions. Then, they can take the papers to the school again and discuss those situations in the class. On the next day in class, the teacher can ask about what they have talked with their parents.

Activity 8: Working Together

Learning Goal

Children will understand that others can help them to make things happen, and that they can seek for others who know or can do, working together to achieve goals.

Learning Outcome. By the end of this unit, I will be able to:

Recognize that others can help me to make things happen and that I can seek for others who know or can do, **working together to achieve goals.**

Age Group

Late Primary

Level

Intermediate

Materials needed

Blank sheets of paper; pens or pencils

Activity Steps

1. Start the lesson with a Mindfulness activity.
2. Tell the children that some goals can only be achieved when people work together. Invite the children to play the following game: Whisper to each child a number from one to the number of children in the group. Then, tell the players they must line up by consecutive numbers without talking. You can also do it asking them to line up by heights, ages. Talk to the children about what happened, and how important it was to work as a team to achieve the goal.
3. Invite the children to divide in groups and ask them to think about complex tasks that require more than one person to be completed (building a house, flying in an airplane, sleeping at a hotel, eating at a restaurant, etc.). Give each group a blank sheet of paper and ask them to write down some tasks that they think of and the people that are needed to complete that specific task. At the end, the groups must share their works with the classroom. The teacher

can reinforce the idea that sometimes they have to work together to achieve their goals, because that will make their goals easier to achieve.

Take Home Activity

Parents can try to think about some domestic tasks in which children can participate, feeling that their work is important to achieve the final goals. On the next day in class, the teacher can ask about what they have talked with their parents.

Activity 9: Overcoming Obstacles

Learning Goal

Children will believe that they are able to do things, achieving their goals and overcoming obstacles.

Learning Outcome. By the end of this unit, I will be able to:

Believe that **I can** do things, achieve my goals and **overcome obstacles**.

Age Group

Late Primary

Level

Advanced

Materials needed

Blank pieces of paper; pens or pencils; bag

Activity Steps

1. Start the lesson with a Mindfulness activity.
2. Tell the children that everyone faces challenges and has abilities and strengths to overcome obstacles. It is important to believe that things will work out, being positive about it. When they try and have positive thoughts, they will persevere in their efforts to succeed, obstacles will look smaller, even if they have failed before.
3. Divide children in groups and give each group three pieces of paper. Ask them to think about situations when they had to face obstacles (real situations or others that they can think of). When they have finished, ask the groups to put their papers in the bag and mix them. Invite one group to take a paper and role-play the situation, trying to find a way to overcome obstacles, achieving the goal. Make sure that all children participate in the role-plays. At the end, the group can discuss the different situations presented.

Take Home Activity

Children can repeat this activity at home, with their parents, thinking about how to succeed in a situation presented by their family. On the next day in class, the teacher can ask about what they have talked with their parents.

Set 3: Promoting self-advocacy

Learning Goals

By the end of this unit, children will be able to:

EARLY YEARS

- Know their self and others better, recognizing how different or similar they are when compared to others
- Stand up for themselves
- Recognize their rights and responsibilities

EARLY PRIMARY

- Know their self and others better, recognizing how different or similar they are when compared to others and being aware of their and others support needs
- Stand up for themselves and others
- Recognize their rights and responsibilities, namely the 3 P's of the Convention on the Rights of the Child

LATE PRIMARY

- Know their self and others better, recognizing how different or similar they are when compared to others and being aware of their and others support needs, specially the more vulnerable
- Stand up for themselves and others, especially for the more vulnerable ones
- Recognize their rights and responsibilities, namely the ones of the Convention on the Rights of the Child

Tips for Teachers

1. Hear what children have to say, giving them chances to explain their ideas
2. Let the children be as independent as possible, taking responsibilities and experiencing consequences
3. Be positive about your children's future and encourage them to express their opinions
4. Be aware that you are a role model for your children
5. Initiate and encourage volunteer opportunities in the school and community for the children
6. Use everyday experiences to talk about child's rights and responsibilities
7. Expose children to various types of activities so that they can discover their unique strengths, special interests and talents.
8. Always ask for feedback from take home activities

Activity 1: Helen the Hedgehog Speaks Up

Learning Goal

Children will know themselves and others better, namely how equal, how different they are from the others.

Learning Outcome. By the end of this study unit, I will be able to:

Know myself and others better, recognizing how **different or similar I am when compared to others.**

Age Group

Early Years

Level

Basic

Materials needed

Hand or finger puppets; blank cardboard; finger paints

Activity Steps

1. Start the lesson with a Mindfulness activity.
2. Read this story to the children using hand or finger puppets:

“Equal and different”

Helen the hedgehog and Sam the squirrel were at school, playing in the playground. They were enjoying the warm sun and eating their morning lunch. Suddenly, they saw a group of animals laughing loud together. Decided to see what was going on, they got closer. In the middle of the group there was a little hedgehog. “Who is her Sam? asked Helen. “I guess it is Julia, the new student of the school. They are making fun of her spikes because she only has got two.” replied the squirrel. “We have to do something Sam! What they are doing

it is not nice!” exclaimed Helen. Sam wasn’t so sure about it...speaking up for the little hedgehog could make the other animals move away from them. “And if they don’t play with us anymore? Maybe we should pretend that we didn’t see this...” suggested the squirrel. “I cannot believe that you’re saying that Sam! We have to do what we feel and know that it is right!” concluded Helen that was already walking towards Bob the weasel. “Bob, why are you making fun of the little hedgehog? She is new at school, you were supposed to welcome and make her feel good!” “Come on Helen! She has got two spikes!!! It’s impossible not to laugh of it!” answered the weasel. “Bob, I am really surprised with your attitude! Do you remember what people told you when you first came to school??” asked Helen. The weasel bowed his head and walked away. At that moment he remembered how bad he felt when, in his first day of school, some animals made fun of his smell. Helen was right, he was not being nice to Julia.

In the day after, when Sam and Helen arrived to school, they saw Bob and the other animals playing with the little hedgehog. “Helen, you can’t imagine what she can do with only two spikes! She is really fun” said the weasel, smiling.

3. First, help the children to process the story by asking them:

- Did you like the story?
- The animals were making fun of Julia because she was different from other hedgehogs. Do you think they were acting right?

4. Then relate the story to the children’s own experiences:

- Have you ever witnessed someone making fun of someone considered different?
- What did you do?
- Are we so different from each other?

Tell children that **there is nothing wrong with differences, it’s just a fact of life!**

5. Start the activity telling children that each of them is different in their own special way. But they also have common characteristics and qualities (they are all human beings, they have feelings, they can think, they born free, they have rights, etc.). So each of them must be treated and treat others in the same way.

6. Ask the children to sit in a circle and put a cardboard in the middle. Help each child to make a fingerprint in the cardboard, using finger paint. At the end, they must discuss their work. The teacher can reinforce that all children fingerprints have the same shape but at the same time they all are different and unique. Diversity is not just about our bodies. It can be about our language, cultural traditions, houses where we live, schools, jobs, things to do in our spare time.

Take Home Activity

Children can talk with their parents about finding diversity. Together they can look around to family or friends. Do they all look alike, sound alike, have the same skills and talents, share the same interests? They might have some similarities (they may all have the same colour hair), but also differences. On the next day in class, the teacher can ask about what they have talked with their parents.

Activity 2: Helen the Hedgehog Advocates

Learning Goal

Children will know how to stand up for themselves.

Learning Outcome. By the end of this unit, I will be able to:

Speak up for myself

Age Group

Early Years

Level

Intermediate

Materials needed

Hand or finger puppets; blank sheets of paper; crayons, colored pencils or markers

Activity Steps

1. Start the lesson with a Mindfulness activity.

2. Read the story in Activity 1 to the children using hand or finger puppets.

3. First, help the children to process the story by asking them:

- Did you like the story?
- Helen had to speak up for Julia. Why?
- Do you think she did the right thing?

4. Then relate the story to the children's own experiences:

- Have you ever been in a situation like Helen's? What did you do?
- Do you think it is important to express our will? How do you feel when you do it?

5. The teacher should explain the meaning of the word "assertiveness", telling the children that it is really important to stand up for themselves and their rights, recognizing and respecting, at the same time, the rights of others. As any person, they have basic rights: the right to say "no";

the right to say “I don’t know”; the right to say “I don’t care”; the right to put their own feelings, thoughts, and needs first; the right to make mistakes; the right to change their minds; the right to pay attention to their feelings; the right to have an opinion; the right to be alone sometimes; the right to interrupt others sometimes; the right to ask for change, help or support; the right to refuse an advice of others; the right to some recognition for their achievements and good work; the right to not justify their decisions to others; the right to make decisions which seem illogical to others; the right to not be responsible for other’s problems; the right to not answer always to other people’s questions. Children must be aware that being assertive means making themselves and their opinions known.

6. Ask the children to try to remember a situation where they felt they couldn’t be assertive (they were pushed out of a line; they were excluded from a game, someone made fun of them, another child teased them, etc.) and invite them to talk about it, trying to understand how differently they could have acted. At the end, tell them to make a drawing about that situation, imagining that they were assertive.

Take Home Activity

The children can talk to their parents about situations when they don’t feel comfortable expressing their wills and together they can try to find some strategies that help the children to self-advocate for themselves. On the next day in class, the teacher can ask about what they have talked with their parents.

Activity 3: Helen and Sam Get to Know Their Rights and Responsibilities

Learning Goal

Children will know what to advocate, improving their knowledge about rights and responsibilities.

Learning Outcome. By the end of this unit, I will be able to:

Recognize my **rights and responsibilities**.

Age Group

Early Years

Level

Advanced

Materials needed

Hand or finger puppets; copies of the activity sheet from the resource pack; scissors; squares of cardboard; crayons, colored pencils or markers

Activity Steps

1. Start the lesson with a Mindfulness Activity.
2. Read the story in Activity 1 using hand or finger puppets.
3. First, help the children to process the story by asking them:
 - Did you like the story?
 - What happened to Julia? Were the animals respecting her rights?
 - Do you think Helen did the right thing standing up for Julia?
4. Then relate the story to the children's own experiences:
 - Have you ever been in a situation like Julia's? What did you feel?

- Do you know that you have the right to be respected?
- And the responsibility to respect others?

5. Before starting the activity, copy the activity sheet from the resource pack and cut the cards in order to have various piles of cards, according to the number of the children (later, you will have to divide them in groups of three and give a pile of cards to each group).

6. Tell the children that it is very important to be aware of their rights and the responsibilities that come with them. Show them images related with the children's rights and ask the class to describe what they see in each image. Stick on the wall the children's rights, according to the United Nation Convention on the Rights of the Child and explain how important they are.

7. Divide the children in groups and give to each group some cards. Ask them to try to match the rights with the responsibilities and to discuss their importance in group. Help the children with reading, if necessary.

8. Give each child a piece of cardboard and invite her to paint it, thinking about a children's right. At the end, the children can show their cards and explain them to the class.

Take Home Activity

Children can take home the card they painted at school and show it to their parents. On the next day in class, the teacher can ask about their parent's comments on the draw.

Activity 4: Helen the Hedgehog and Sam the Squirrel Help Others

Learning Goal

Children will know them and others better, namely how equal, how different they are from the others, and be aware of his and others support needs.

Learning Outcome. By the end of this unit, I will be able to:

Know myself and others better, recognizing how different or similar I am when compared to others and being aware of **mine and others support needs**.

Age Group

Early Primary

Level

Basic

Materials needed

Hand or finger puppets; activity sheet from the resource pack; blank squares of cardboard; pen

Activity Steps

1. Start the lesson with a Mindfulness activity.
2. Read the following story to the children using hand or finger puppets:

"The storm in the forest"

It had rained a lot during the night and in that morning the forest woke up with the information in the morning news that a storm had devastated the forest on the other side of the mountain, and that all the habitants were now homeless. Helen the hedgehog and Sam the squirrel heard about it and thought that they had to do something to help those animals.

“Sam, we have to do something to help the families from the other side of the mountain. We need to organize a meeting in order to involve everybody living in our forest and see how we can help them.” said the hedgehog. In that afternoon, all the animals got together at the forest’s library to decide what to do. Helen had made a plan in her head, so she decided to lead the meeting. “Dear animals, we are gathered here because something terrible happened to our friends from the other side of the mountain. We must help them restarting their lives at this forest! We will just be able to do this if everyone cooperates. We need to gather all the help we can get. We have to help them building their houses, we have to provide food and clothes for these first days. Another very important thing: children cannot skip school, so we have to find them school material and books so that they can return school as soon as possible.” explained Helen. And continued: “I and Sam thought about organizing a show to raise some funds. Everybody can think of a performance according to their own talents. What do you think about this idea?”

All the animals agreed on doing what Helen was suggesting, recognizing that this was a wonderful idea. So each of them volunteered to present a number, according to their best talent: The birds decided to sing, the deer and the fox were going to present a theatre play, the beaver said he could play the guitar and the weasel wanted to make a dance.

“Their ideas for the performances are so good!!! It is going to be an amazing show!” reflected Sam. And he was right. All the animals from forest around heard about it and came to see the show and help the animals in need. The results were so good that in the following week all the animals of the forest of the other side of the mountain were settled and their children were already going to school.

Sam and Helen realized that the forest had successfully overcome a huge challenge, only possible because they worked together cooperating with each other.

3. First, help the children to process the story by asking them:

- What was your favorite part of the story? Why?**
- Helen and Sam decided to do something for others. What was it?**

- Did they succeed?
- Do you think they could have done it without the help of the other animals of the forest?

4. Then relate the story to the children's own experiences:

- Have you ever had to help someone?
- Do you think your help was important?
- How did you feel? And the person that you helped?

Tell the children that sometimes they only think about short-term goals, like wanting a new toy, a pet or having a good grade in the test. But if they think more in the long term, they can think about something good they would like for them, for others and for their community.

5. Ask children to focus on the times that have given them greatest sense of satisfaction, or the times that they have been so absorbed in something that they lost track of time. Then ask them to imagine doing what they always dreamed of doing: What are they doing? What do they notice about themselves?

6. Talk to the children about some issues that are important in life. Explain why these things really matter to people and give them a sense of purpose, e.g. being a blood donor; sending gifts to needy children at Christmas; raising money for a worthy cause; adopting an abandoned animal, helping a friend at school with learning difficulties or with a disability.

7. Before starting the activity, the teacher must make cards with different tasks (see activity sheet in the resource pack). Propose children that they will be playing a game where some children will have face physical, sensory or comprehension difficulties. For example: visual – someone has to do a task blindfolded; hearing – someone has to listen to what is said only using lip reading, or by gestures; physical – someone has to do a task with their feet bound. Each child will take a card and perform the activity. If necessary they can have the support of a colleague. It is important to ask them how they felt. Discuss how the children felt, in particular the ones that simulated having difficulties.

8. Reinforce that besides some of us may have some difficulties, each one of us is unique, and everyone has strengths and weaknesses, and sometimes others or themselves don't recognize that. Knowing their unique strengths can help them find a purpose. These strengths don't have to be just in academic areas like math, science, social studies, or even in arts or sports. Strengths also include our character traits such as being kind, being good at accepting others, being courageous, or having a good sense of humour. Help children to think about how they can use these strengths to help others, whether in their school life, home life or social life.

Take Home Activity

Children can talk to their parents about their and others support needs and reproduce the activities they have done at school. On the next day in class, the teacher can ask about what they have talked with their parents.

Activity 5: Helen the Hedgehog Takes the Lead

Learning Goal

Children will know how to stand up for themselves and others

Learning Outcome. By the end of this unit, I will be able to:

Speak up for myself and others

Age Group

Early Primary

Level

Intermediate

Materials needed

Hand or finger puppets

Activity Steps

1. Start the lesson with a Mindfulness activity.

2. Read the story in Activity 4 to the children using hand or finger puppets.

3. First, help the children to process the story by asking them:

- What was your favorite part of the story? Why?
- Helen and Sam decided to do something for others. What was it?
- Who had the ideas to help the animals and led the meeting at the forest's library?
- Do you think they could have done it if the other animals of the forest didn't decide to collaborate?

4. Then relate the story to the children's own experiences:

- Have you ever had to cooperate with someone to achieve something?
- Do you think your help was important to achieve the goal?

- How did you feel? And the person that you helped?

5. Talk to the children about their preferences, interests, goals, dreams, asking them to give some examples. Then, explaining the meaning of the words “cooperation” and “leadership”, say how important these abilities are in order to advocate for their rights.

6. Ask the children to divide in groups of equal size, with five to six players. One of the elements of each group will be the leader that will have to guide the caterpillar (constituted by the rest of the elements that must be blindfolded) through a circuit with obstacles inside or outside the classroom. The leader of each group will have to guide its caterpillar, crossing the obstacles, until the end of the circuit.

7. At the end, the group must reflect about the activity. How did the members of the caterpillars felt? Did they trust their leaders? Were their indications helpful? Could they have finished the circuit without their help? The teacher must reinforce the importance of leadership and cooperation. These concepts can also be explored through a role-play.

Take Home Activity

Children can repeat this game at home, with their family, experiencing the different papers (caterpillar member and leader. On the next day in class, the teacher can ask about their experience with their parents at home.

Activity 6: Helen the Hedgehog and Sam the Squirrel Advocate for Others

Learning Goal

Children will know what to advocate, improving their knowledge about rights and responsibilities, namely the ones presented in the three groups of the Convention on the Rights of the Child (3 P's): Provision, Protection and Participation.

Learning Outcome. By the end of this unit, I will be able to:

Recognize my rights and responsibilities, namely the **3 P's of the Convention on the Rights of the Child**.

Age Group

Early Primary

Level

Advanced

Materials needed

Hand or finger puppets; pieces of blank cardboard; old magazines; scissors; crayons, color pencils or markers; glue

Activity Steps

1. Start the lesson with a Mindfulness activity.
2. Read the story in Activity 4 to the children using hand or finger puppets.
3. First, help the children to process the story by asking them:
 - What was your favorite part of the story? Why?
 - Helen and Sam decided to do something for others. What was it? What did they try to arrange to the other animals?

- What were they thinking when they decided to help the other animals?

4. Then relate the story to the children's own experiences:

- Have you ever had to cooperate with someone to achieve something or defend her rights?
- Do you think your help was important to achieve the goal?
- How did you feel? And the person that you helped?
- Have you ever thought about your rights? Can you give some examples?

5. Tell the children that it is very important to be aware of their rights and, as a consequence, of the responsibilities that come with them. Let them brainstorm about children's rights and write them on the board while they are citing them. When they have finished, stick on the wall a poster with the children's rights, according to the three groups (Provision, Protection and Participation) of the Convention on the Rights of the Child. Explore the rights they haven't mentioned before. Talk to the children specifically about the importance that children's rights have to the children with special needs.

4. Ask the children to divide in three groups and invite each group to make a poster about one of the groups of the Convention: Provision Rights, Protection Rights and Participation Rights. Tell the children to rewrite the most important rights of each group in one sentence. They must decorate the poster with images (using magazine or newspaper cuts or making a drawing). At the end, children share with the group their works.

Take Home Activity

Children can talk to their parents about children's rights (3P's), and the importance they have in their lives. On the next day in class, the teacher can ask about what they have talked with their parents.

Activity 7: Support Needs

Learning Goal

Children will know them and others better, namely how equal, how different they are from the others, and be aware of his and others support needs, especially the more vulnerable.

Learning Outcome. By the end of this unit, I will be able to:

Know myself and others better, recognizing how different or similar I am from the others and being aware of **mine and others support needs, especially the more vulnerable**.

Age Group

Late Primary

Level

Basic

Materials needed

Activity sheet from the resource pack (see Activity 4); blank squares of cardboard; pen

Activity Steps

1. Start the lesson with a Mindfulness activity.
2. Before starting the activity, the teacher must make cards with different tasks (see activity sheet in the resource pack). Propose children that they will be playing a game where some children will have face physical, sensory or comprehension difficulties. For example: visual – someone has to do a task blindfolded; hearing – someone has to listen to what is said only using lip reading, or by gestures; physical – someone has to do a task with their feet bound. Each child will take a card and perform the activity. If necessary they can have the support of a colleague. It is important to ask them how they felt. Discuss how the children felt, in particular the ones that simulated having difficulties.

3. Talk with children about the concept of diversity. Just as there are lots of different brands of cars, bikes, washing machines, balls or just about anything you can think of, so there is diversity among people. Read the following text:

“We all have the same general structure, two legs, two arms, two eyes (although women have a different shape to men) but we all look different to each other. Skin, hair and eyes can be of many different colours and shades of colour. The size and shape of our faces and our bodies are different. Most amazing of all is that our DNA and our fingerprints are different to every other person's. In all the billions of people in the world, each one of us is unique.”

4. Ask the children in the class their opinion about the text, and how it relates to the word diversity. Allow children to give their ideas.

5. Conclude, telling them that this concept is very important because it can be useful to talk about a variety of themes. It may relate to disability, an opinion, colour of skin, style or ethnicity. Tell children that to accept diversity in their lives they should consider: Uniqueness - everyone of us is unique (only one of its kind) and Appreciateness - value everybody or something highly, and that in order to fully embrace diversity we should not have: Prejudices - to judge someone or something before you know all the facts; Stereotypes - to group people in categories based on single characteristics; Bias - an attitude that always favours one way of feeling or acting over any other.

Read them the top tips for kids - Appreciating the Differences that Make Each of Us Special:

- Never make fun of people who are different from you in any way. Accept that everyone is special in his or her own way.
- Say only nice things about everyone.
- Next time your parents take you out to eat, try a food from another culture.
- Go to the library and check out books about kids from different cultures.
- Remember that what someone looks like on the outside has nothing to do with what is inside.
- Treat everyone you meet how you would like to be treated.
- If you are being teased or bullied, tell an adult you trust. Show that you are confident in yourself by ignoring the bully and walking away.
- Ask different people what they think about things. Respect their opinions.

- Never stereotype a whole group of people. Treat each person as an individual who has his or her own strengths, ideas and opinions.
- Believe in yourself! Just do your best, and be proud of the different things that make you who you are!!

Divide the class in groups and ask children to illustrate the tips they have listened.

Take Home Activity

Children can talk to their parents about the activity they have done at school, trying to think a little bit more about diversity and acceptance and the support needs of vulnerable people. On the next day in class, the teacher can ask about what they have talked with their parents.

Activity 8: Learning to Negotiate

Learning Goal

Children will know how to stand up for themselves and others especially for the more vulnerable ones

Learning Outcome. By the end of this unit, I will be able to:

Speak up for myself and for others, especially the more vulnerable ones

Age Group

Late Primary

Level

Intermediate

Materials needed

Copies of a sheet of paper with a set of choices for a birthday party

Activity Steps

1. Start the lesson with a Mindfulness activity.
2. Invite the children to divide in groups and give each of them a set of choices about a fictitious birthday party. Tell the children that they will have to come to an agreement about what to eat at the party, what activity to engage in and what sort of birthday cake to have. The list must be equal to all the groups. Each group will make their choices based on their favorite options and come to an agreement. After it, the groups will share their preferences with the rest of the class. The teacher must explore how the different groups came to the decisions: did they feel that someone took the lead in order to solve the problem? Were they capable of making decisions without negotiate or cooperate? Was it important to be assertive when exposing their ideas?
3. Ask the class to decide the final options, coming to an agreement. Once again, it is important to understand how they did it: Did they eliminate things they really dislike? Were they

persuaded by someone else? Did they impose their choices? Reinforce the idea that sometimes they have to negotiate and that means to agree on something that benefits both sides.

Take Home Activity

Children can reproduce an activity like this at home, with their family, using other situations, like selecting the ingredients to make a pizza, choosing a program for the weekend, etc. On the next day in class, the teacher can ask about what they have talked with their parents.

Activity 9: Body of Rights

Learning Goal

Children will know what to advocate, improving their knowledge about rights and responsibilities, namely the ones presented in the Convention on the Rights of the Child.

Learning Outcome. By the end of this unit, I will be able to:

Recognize my rights and responsibilities, namely the ones of the **Convention on the Rights of the Child**.

Age Group

Late Primary

Level

Advanced

Materials needed

Piece of paper large enough to make a life-size drawing of a child; crayons, colored pencils or markers; adhesive gum; blank pieces of cardboard

Activity Steps

1. Start the lesson with a Mindfulness activity.
2. Before starting the activity, ask a volunteer to lie down on the large piece of paper on the floor and draw the outline of his body shape. Cut it and ask all the children to sit around the body drawing. Talk to the children about their preferences, interests, goals, dreams, asking them to give some examples. Then, relate it to effective communication, explaining them the meaning of the words “negotiation”, “assertiveness”, “listening” and “persuasion”. Sometimes it is difficult to speak up for them and for their rights.
3. Tell the children that it is very important to be aware of their rights and, as a consequence, of the responsibilities that come with them. Let them brainstorm about children’s rights and ask them to write them down on the body drawing that will become the body of rights. When they have finished, stick on the wall a card with the children’s rights, according to The United

Nations Convention on the Rights of the Child. Explore the rights that they haven't mentioned before. Talk to the children specifically about the importance that children's rights have to the children with special needs.

4. Ask the children to write down in blank pieces of cardboard the rights from the Convention that are missing in the body of rights. Stick them in the body with adhesive gum in order to have a poster of the Rights of the Child.

5. At the end, the teacher can stick the body of rights in one wall of the classroom.

Take Home Activity

Children can go home and together with their parents, they can try to find images or pictures related to children's rights. In the following days, those images or pictures can be stuck in the body of rights, next to the children's right that they represent.