

Portugal Theme: Developing Self Determination

Resource Pack

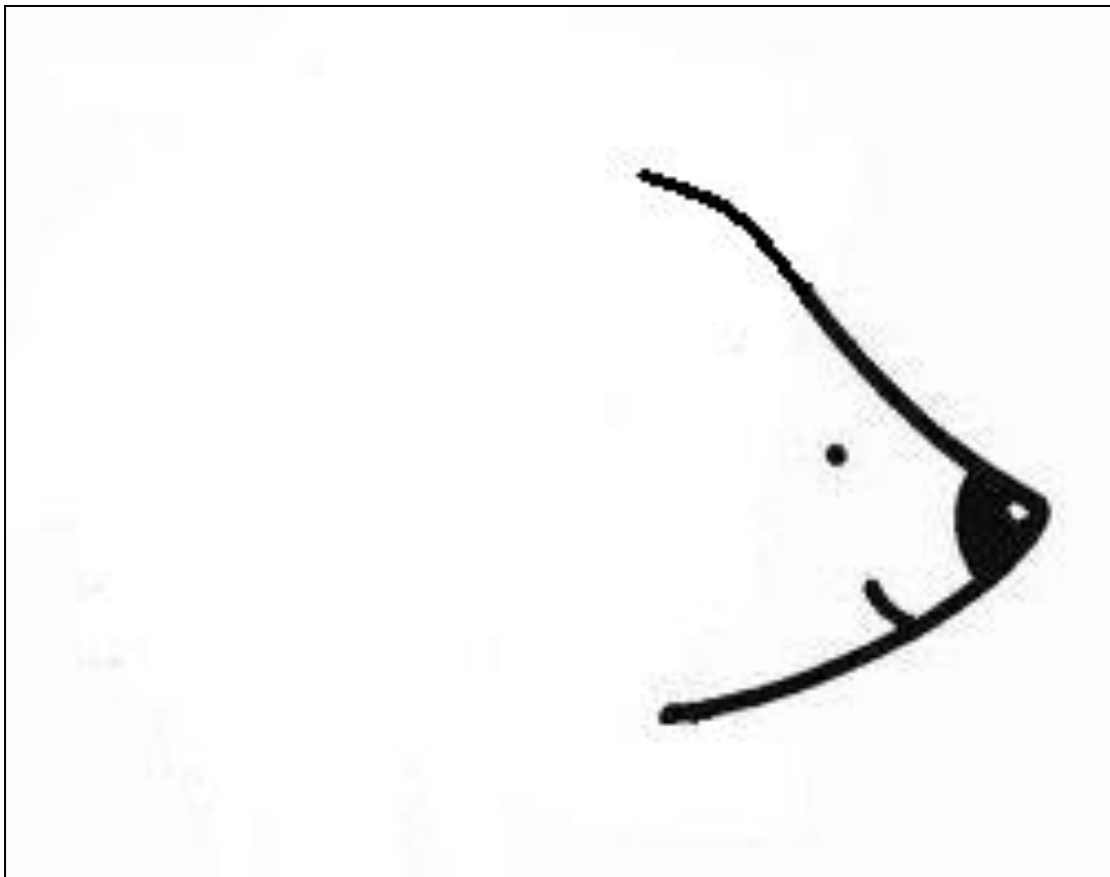
Sub-Theme 1: Creative Problem Solving and Decision Making

SET 1 Activity 1: Helen the Hedgehog Stops to Think

When I have a problem, **first I stop, think and collect Information about it:**



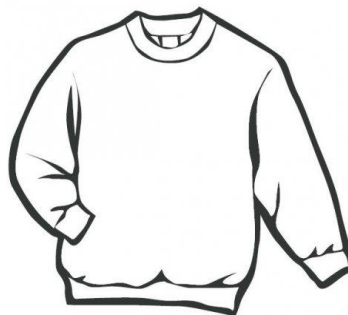
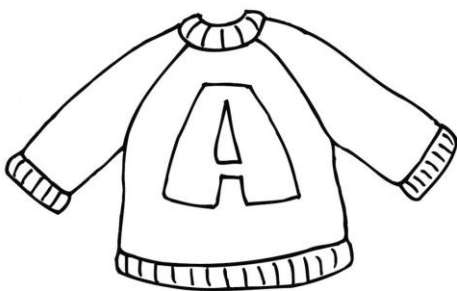
Make your own hedgehog – Use your hand print to make the body of Helen the hedgehog. Each finger remembers you that you can think about your problem – It will help you say what your problem is.



SET 1 Activity 2: Helen the Hedgehog Has a Solution

If I have a problem I am positive! I believe that problems have solution!

In the story Helen found a solution. Paint Helen's sweatshirt when she went to play in the forest.



“HELEN THE HEDGEHOG WANTS TO PLAY”

It was really cold outside and Helen the hedgehog wanted to play on the hill near the lake. She was used to do it all the time, since it was the most beautiful and funniest place in the forest. But in that day her mother didn't want to let her go because of the weather. It was very cold and Helen didn't want to wear her raincoat, since she would not be able to use her spikes to roll down the hill, like she loved to do. Also she was not allowed to go to the lake alone, it was dangerous.

“Mother, but, I want, I want, I want to go to the lake!!!” “It's always the same you never let me go!” said Helen to her mother! Her mother kept saying. “Today you can't go it's too cold, also it's dangerous that you go alone, and I can't go with you, because I have to work”. I'm so sad. What will I do now?” thought Helen. It seemed difficult finding a solution that could make her happy, because Helen was only thinking how she wanted to go. While she was really sad about it the bell rang; it was Sam the squirrel that came to visit her. Sam arrived at her bedroom's door and said “Hello Helen! How are you? Do you want to come and play outside?” Helen told Sam that she was having a huge problem, explaining what was happening. Sam realized that Helen had a problem and he said: “Okay, we have a problem. But, is it really so huge? First, let's stop and think! The problem is that today you want to play alone outside in the cold weather and your mother does not let you because it is dangerous and you can get sick. Is this the problem Helen?” Helen looked in Sam's eyes and said: “Yes, it is”. “Helen, what do you think about we think together and try to find ways to solve it, I mean to find a solution?” asked Sam. Helen opened her eyes, paying a lot of attention to what Sam was telling, and agreed with Sam's proposal. “Hhhmm...Let's think about it together. What can we do?” So they both started thinking on some possible solutions for a while. “We can do others things! We can play a funny game here, at home!” said Sam. But Helen wasn't pleased with this solution because she wanted to go outside. “We can go and play outside another day.” But Helen wasn't pleased with this solution because she wanted to go in that day. They continued to think a bit more. “Well, if you

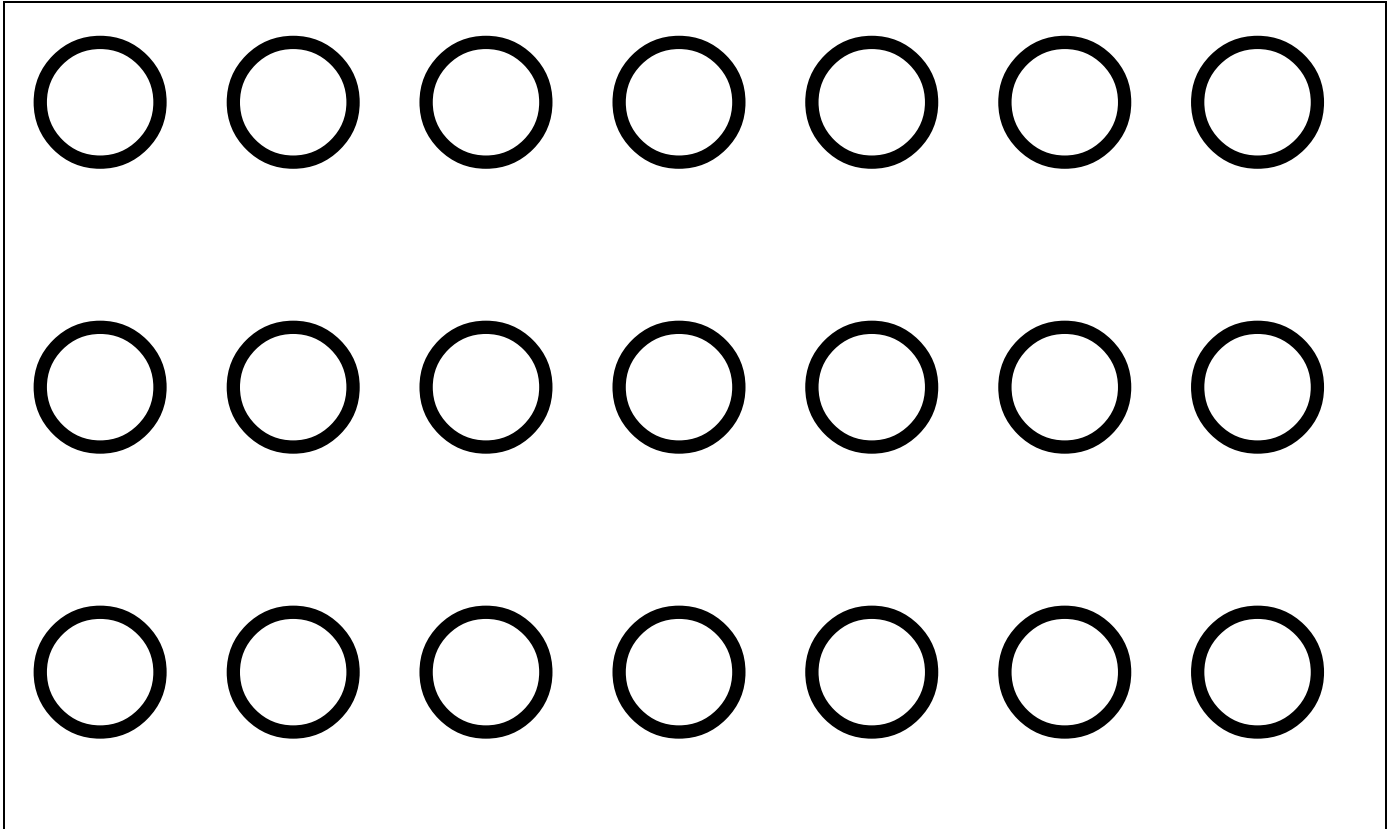
come with me and if I wear my warmest sweatshirt, my scarf and my gloves, I won't get wet, and probably my mother will let me go play outside." Helen and Sam thought this was a brilliant idea, the best one they could think of! "Yes, so it is decided! We choose to go together and I will wear a lot of clothes to get warm. Now you just have to ask your mother if it is ok!" replied Sam. After explaining this solution to Helen's mother, she said yes! Once getting really warm, Helen went out with her best friend Sam, rolling down the hill. When they were coming back home, Helen concluded "After all, it is not that difficult to find a good solution to a problem when we stop and think about it!" concluded Helen.

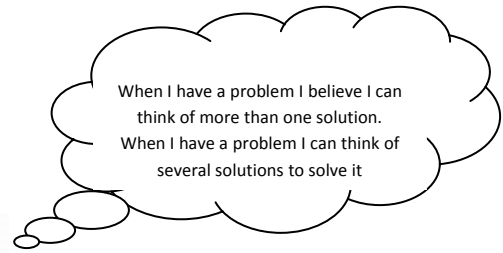
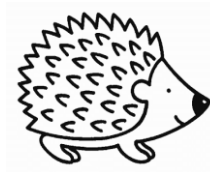
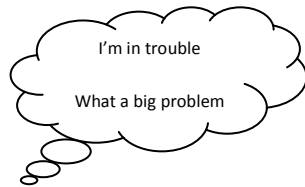
From that day on, Helen learned that in order to solve a problem, the best way is to first stop, think and collect information about it so that she can recognize the problem and think about different ways to solving it.



SET 1 Activity 3: Helen the Hedgehog Is Creative

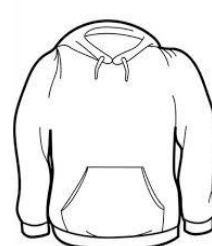
Problems have more than one solution – practice ideastorm. Using these circles draw different objects as fast as you can.





Helen wants to play outside in the forest, but her mother does not let her. What can Helen do? Using the images, in this page make a collage about Helen's story showing different solutions for Helen's problem.

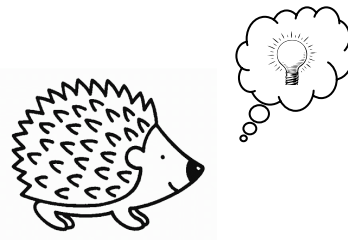
Solution A	Solution B	Solution C	Solution D



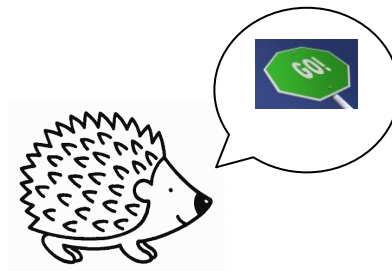
PROBLEM SOLVING STEPS



STOP AND THINK



FIND A SOLUTION



GO AN DO IT

SET 1 Activity 4: Helen the Hedgehog Finds a Solution



IF I HAVE A PROBLEM! STOP, THINK, COLLECT
INFORMATION, HAVE IDEAS TO SOLVE IT.
IF THE PROBLEM IS TOO BIG, I SPLIT IT IN
SMALLER PARTS

LET'S IMAGINE SOME USUAL PROBLEMS THAT CHILDREN HAVE. TAKE A LOOK AT THE IMAGES, WHAT DO YOU THINK THAT MAY HAVE HAPPENED?

A)



I'M SO UNLUCKY, IT'S ALWAYS MY TOY THAT GETS BROKEN

B)



I DON'T WANT TO GO TO SCHOOL

C)



I WANT TO WATCH TELEVISION AND MY FATHER DOESN'T LET ME

D)



I CAN'T DO ANY HOMEWORKS

E)



I WANT TO GO TO MY FRIEND'S PARTY BUT I CAN'T

F)



I WANT MY ICECREAM

G)



I DON'T HAVE FRIENDS TO PLAY WITH ME

What is the image where you can see a:

1. Child crying near a broken toy
2. Child crying with her ice cream in the ground all dirty
3. Child crying because she does not want to have dinner
4. Child playing alone looking very sad
5. Child with other kids teasing her (looking and laughing)
6. Child making gossip about another child

MAKE A DRAWING ABOUT A PROBLEM AND A GOOD SOLUTION

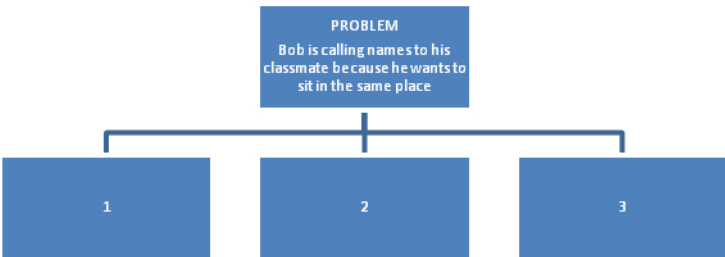
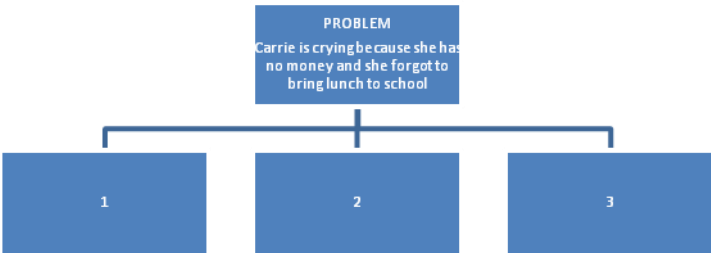
PROBLEM



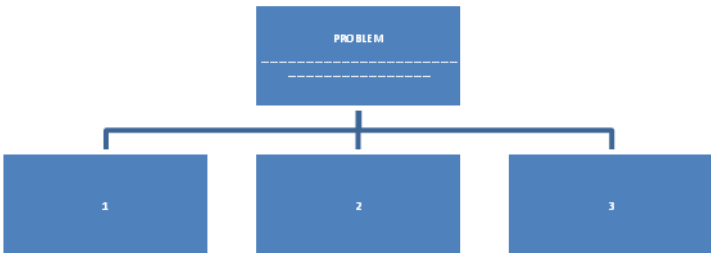
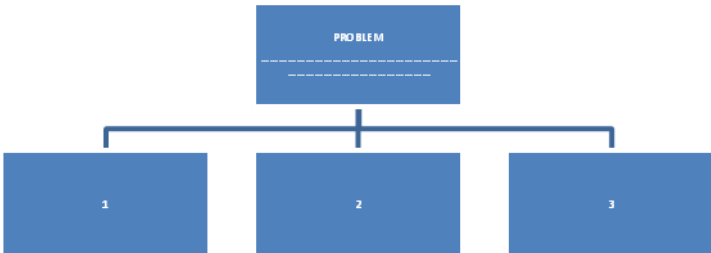
SOLUTION



Problems can be divided! Try doing it in the next examples:

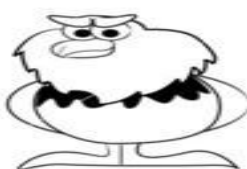
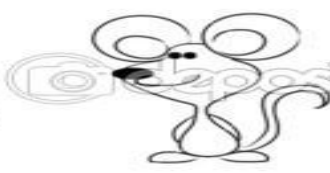
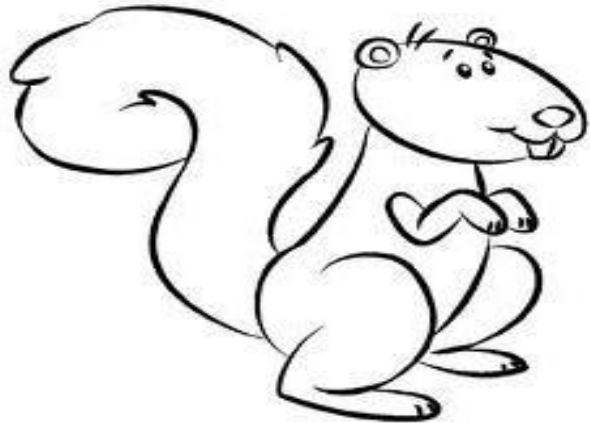
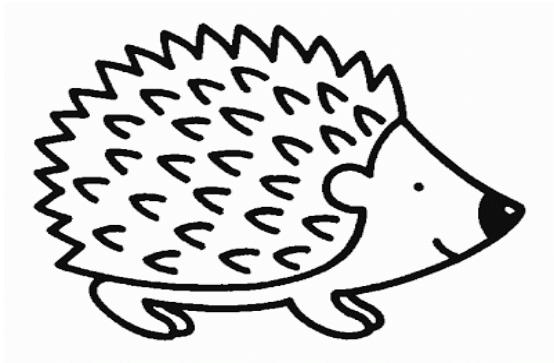


Now you can think of other examples:



SET 1 Activity 5: Helen the Hedgehog Can Solve Her Problem

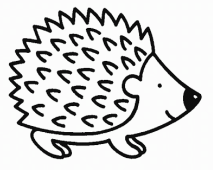
Make your puppet and create a story



Now make your puppet and create a story with those characters. Think who is involved, where does it happen, When, What is the problem, and have ideas of how they can solve it!



SET 1 Activity 6: Helen the Hedgehog Thinks About Different Solutions



I HAD THIS PROBLEM:

I FOUND DIFFERENT SOLUTIONS TO IT:

I CHOSE THIS SOLUTION:

SET 1 Activity 7: Identifying Problems

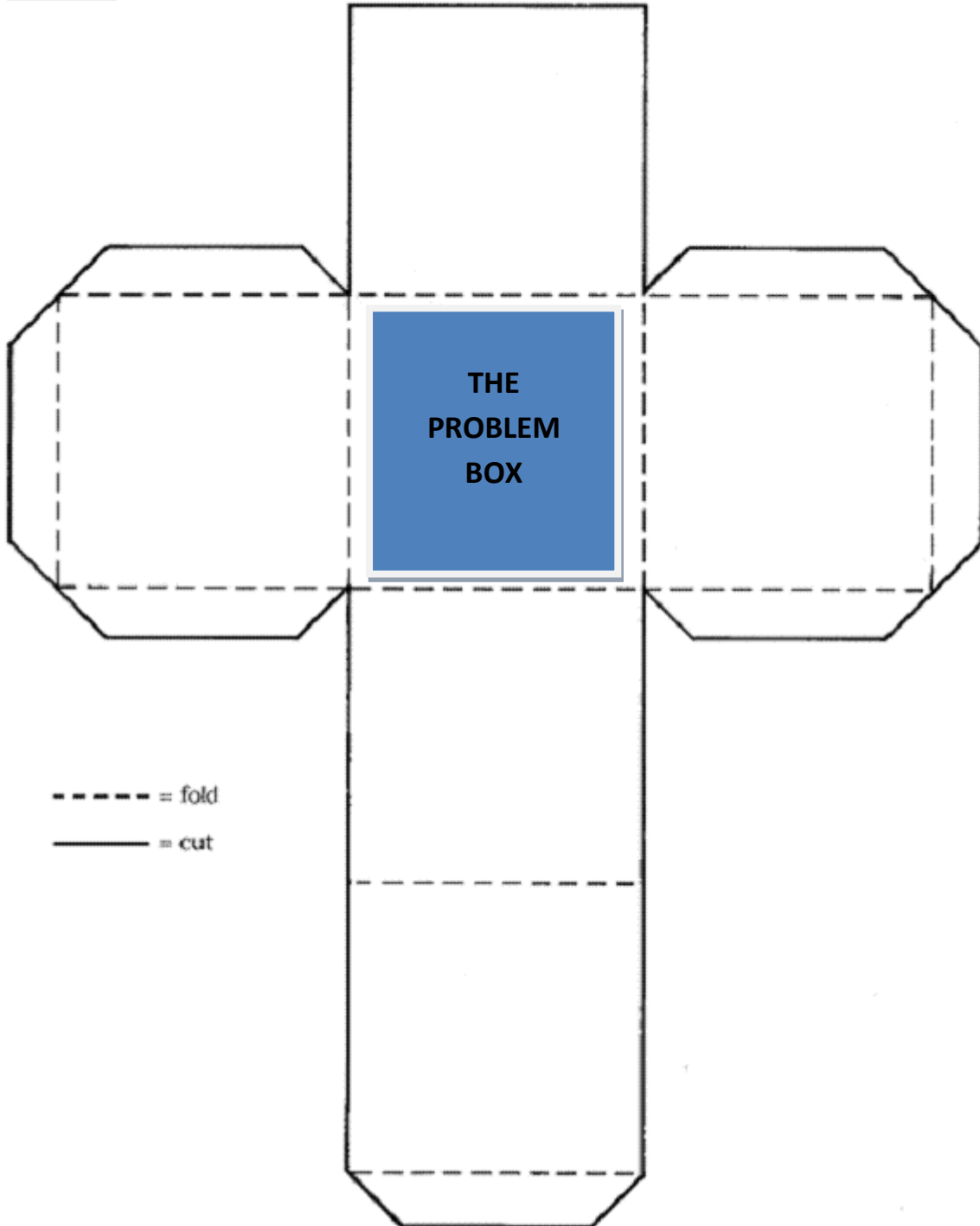


PROBLEM CARDS

STOP, THINK AND COLLECT INFORMATION	OBJECTIVES	DIVIDE THE PROBLEM	FACILITATORS	BARRIERS
---	------------	-----------------------	--------------	----------

YOU WANT TO WATCH TV BUT YOU HAVE HOMEWORK TO DO	YOUR FRIENDS CHALLENGED YOU TO DO SOMETHING STUPID	SOMEONE ACCUSED YOU OF SOMETHING YOU DIDN'T DO	SOMEONE IS MAKING FUN OF A FRIEND OF YOURS THAT IS BLIND	YOU WANT TO WEAR SANDALS BUT IT'S RAINING OUTSIDE
YOU FORGOT TO TAKE YOUR LUNCH TO SCHOOL	ACCIDENTALLY, YOU BROKE SOMETHING IN SCHOOL	YOUR FRIEND BORROWED YOUR PENCIL AND DON'T WANT TO GIVE IT BACK	YOUR CAT IS LOST	YOU CAN'T FIND YOUR FAVOURITE GAME

PROBLEM	PROBLEM	PROBLEM	PROBLEM	PROBLEM
PROBLEM	PROBLEM	PROBLEM	PROBLEM	PROBLEM



SET 2 Activity 1: Helen, Sam and the New Friend Harry Decide to Play

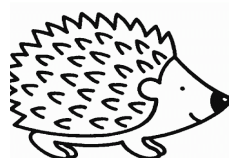
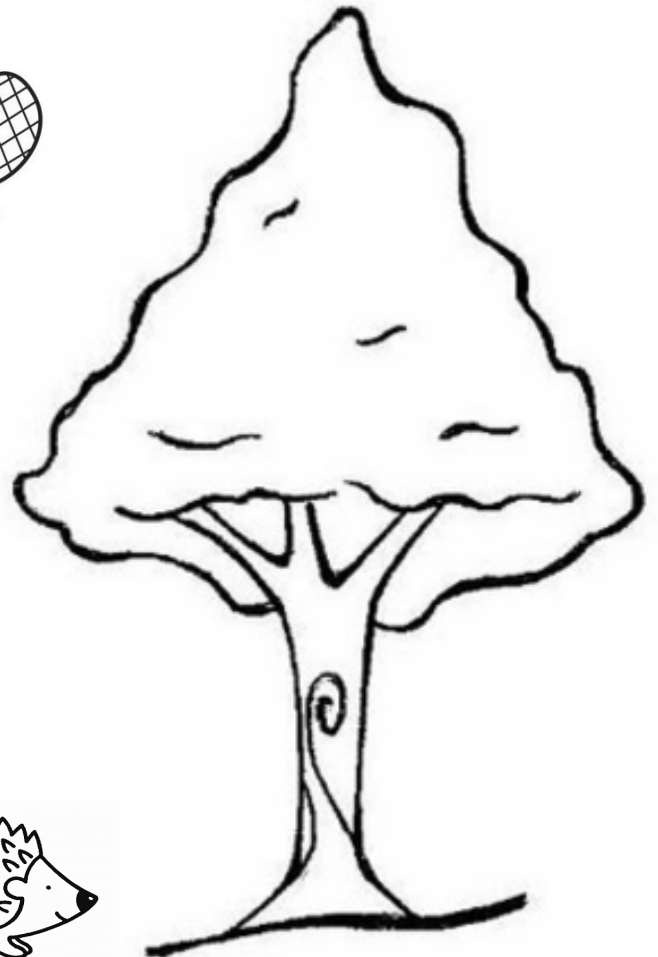
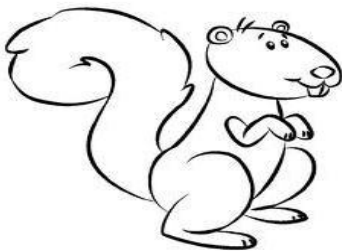
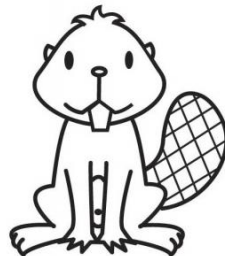
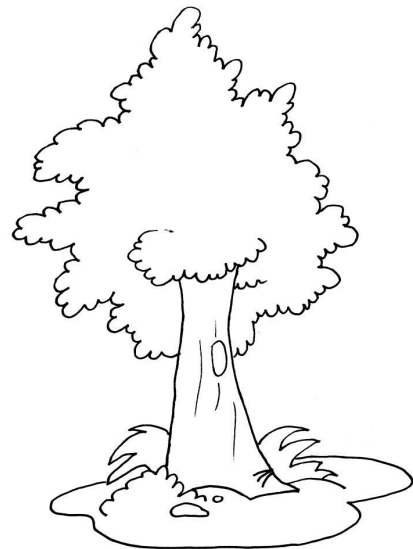
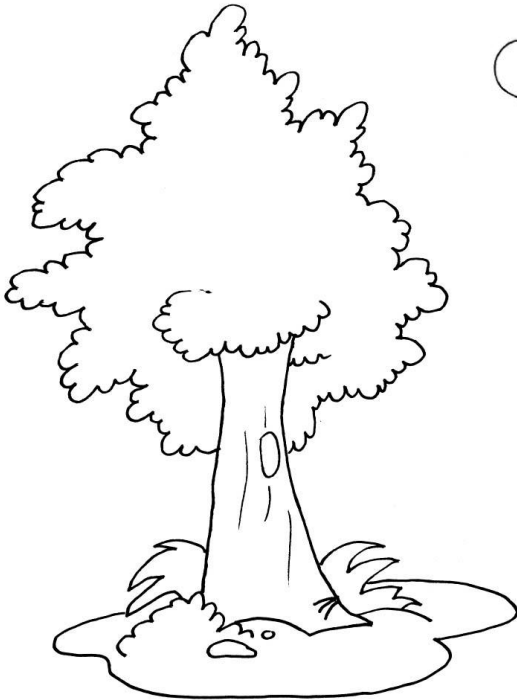
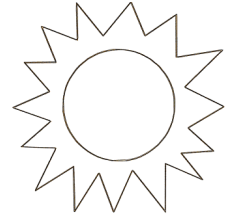


"Sam's bad choice"



"Sam's good choice"

"THE NEW FAMILY"



SET 2 Activity 2: Sam the Squirrel and His Solution

"THE NEW FAMILY"

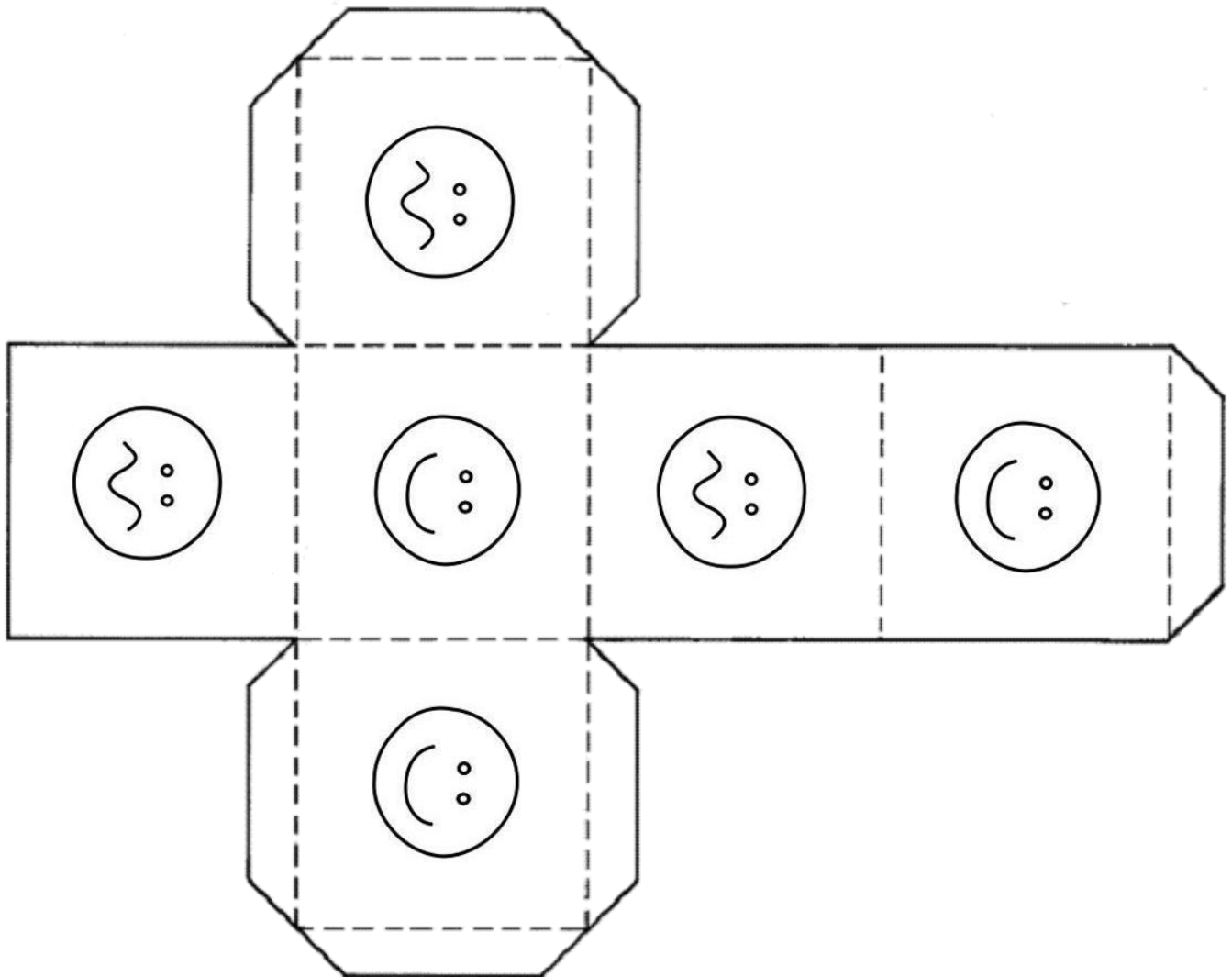
Helen the hedgehog and Sam the squirrel were very anxious to meet the new family of beavers that was moving to the forest. They have heard that one of them was the same age, so they thought they could play all together. One afternoon they were playing near the lake and they saw the beaver playing alone near the water. They decided to invite him to join them. "Hello, my name is Sam and my friend's name is Helen. What's your name?" "I am Harry. I have just moved with my family because my father has a new job here!" "We are very happy to meet you. Do you want to come and play with us? We are going to the other side of the lake. Over there we always find a lot of funny things to do." said Sam and Helen. "Ok, I will tell my mother that I am going with you." answered the beaver.

So they went together, walking and talking about the things they liked and disliked. They played together all the afternoon, digging holes, climbing trees, rolling down the hill. Helen and Sam were very happy with their newest friend, Harry – he seemed really nice!

By the end of the afternoon, they arrived at Harry's home and were saying goodbye when Harry asked: "Sam, do you want to come with me tomorrow, to search for branches and nuts in the forest?" Without reflecting, Sam answered "I would love to!" Helen interrupted Sam reminding him that they had agreed to help Helen's mother in her cleanings. "We can do it in another day Helen!" replied Sam, the squirrel.

The next day, Helen had to help her mother but she was really sad because Sam was not with her. Sam also was sad and not having fun because he kept thinking about Helen and how she was disappointed with him. On the afternoon, he went to talk to Helen and asked her to forgive him.

SET 2 Activity 3: Sam the Squirrel Makes a Decision



A BOY CALLED A COLLEAGE “FAT AND UGLY.”	YOU DIDN'T RECEIVE AN INVITATION TO YOUR BEST FRIEND'S BIRTHDAY PARTY	YOU WANT TO INVITE A COLLEAGUE OVER TO PLAY, BUT YOU ARE AFRAID THAT HE DOES NOT ACCEPT	YOU ARE ALWAYS CHOSEN LAST WHEN IT WAS TIME TO PICK A SPORTS TEAM.	YOU MOVE TO A NEW SCHOOL AND DON'T KNOW HOW TO MAKE FRIENDS
YOU ARE GOING TO LIVE IN A NEW COUNTRY	YOU WANT TO HAVE A NEW TOY BUT YOUR MOTHER DOES NOT WANT TO BUY IT	YOU DON'T LIKE THE FOOD FOR LUNCH	YOU WANT TO EAT CHOCOLATE BUT YOU HAVE ALLERGIES	YOU ARE AFRAID TO SLEEP ALONE IN YOUR BEDROOM
PROBLEM	PROBLEM	PROBLEM	PROBLEM	PROBLEM

SET 2 Activity 4: Sam the Squirrel Evaluates the Solution



COSTS AND BENEFITS – GOOD AND BAD ASPECTS OF MY SOLUTION

My problem is: _____

My solution is: _____

Advantages: Good things about my solution

Disadvantages: Bad things about my solution

--	--

SET 2 Activity 5: Helen the Hedgehog's Decision

MAKE YOUR STORY. CHOOSE ONE WORD IN EACH CELL TO BUILD A STORY.

PLACES:	CHARACTERS:	SITUATION:
BEACH	YOUNG BABY	EARTHQUAKE
MOUNTAIN	CHILD	STORM
CITY	ADOLESCENT	HOUSE IN RUINS
FOREST	YOUNG LADY	A BIG CAR ACCIDENT
HOSPITAL	OLD MAN	BAD GRADES AT SCHOOL
FOREIGN COUNTRY	MOTHER	ILLNESS
	FATHER	AMBULANCE
		HOMEWORK
		UNEMPLOYED

SET 2 Activity 6: Helen the Hedgehog and the Results of Her Solution



YOU AND YOUR FRIEND SAW ANOTHER FRIEND TAKE SOMETHING THAT DIDN'T BELONG TO HIM	YOUR FRIENDS ARE TELLING YOU TO MAKE A STUPID THING
A FRIEND THAT YOU USUALLY PLAY WITH DOESN'T WANT TO PLAY WITH YOU	SOMEONE CALLS YOU A BAD NAME
SOMEONE TAKES YOUR BALL WITHOUT ASKING	A FRIEND ASK YOU TO DO HIS HOMEWORK FOR HIM
YOUR NEIGHBOUR BREAKS YOUR GAME	SOMEONE IS MAKING FUN OF A FRIEND OF YOURS THAT IS IN A WHEELCHAIR
YOU FORGOT TO DO YOUR HOMEWORK	YOU WANT TO WATCH TV BUT IT IS TIME FOR BED
SOMEONE GETS YOU A GIFT THAT YOU DON'T LIKE	YOU FIND MONEY ON THE FLOOR OF THE CLASSROOM

SET 2 Activity 7: How Good and How Bad?

In each situation, your group must put a check next to the solution you think would be better, considering how good and how bad each solution is. If none of the choices seem quite right, write your own.

Your teacher asks you to put the chairs on the desks after school. You:

- ☐ Get someone to help you put the chairs on the desks.
 - ☐ Say, "Okay," and then forget to do it.
 - ☐ Clean the blackboard instead.
-

Your mom tells you to clean your room. You:

- ☐ Pay your little sister to clean it.
 - ☐ Clean it.
 - ☐ Promise to do it after school.
-

You see some kids take another kid's bag and run away. You:

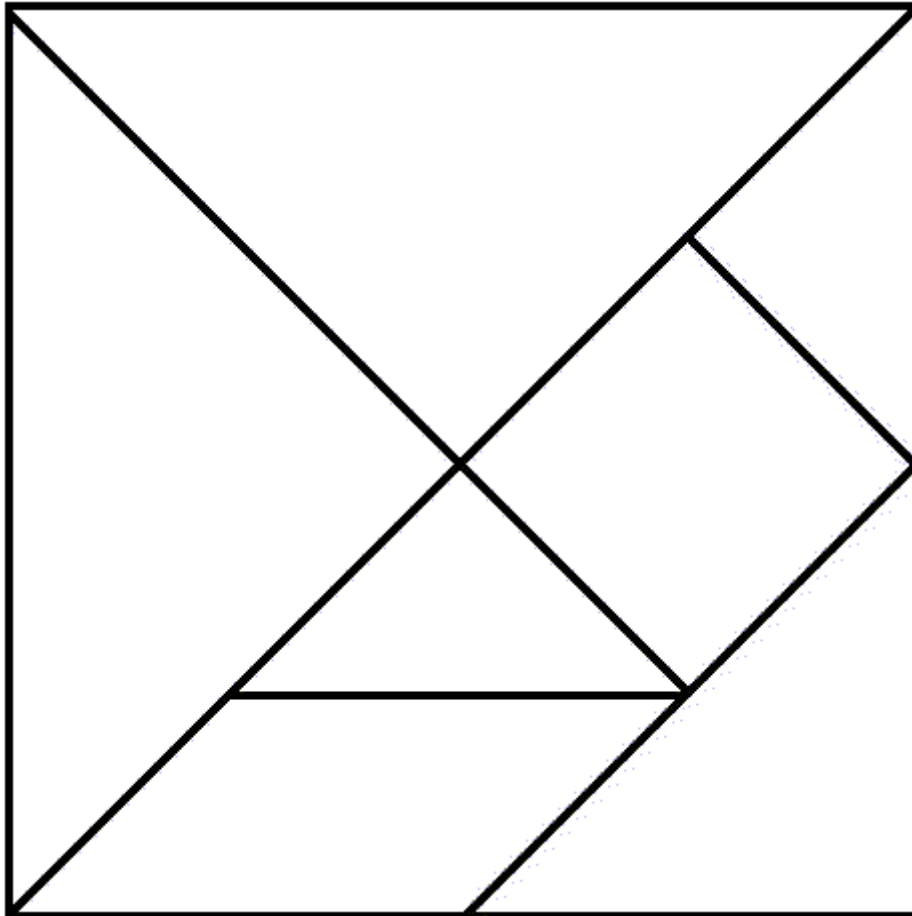
- ☐ Don't do anything.
 - ☐ Run after the kids and try to get it back.
 - ☐ Tell the kid to stand up for himself.
-

You find a wallet on the playground. You:

- ☐ Take the money and leave the wallet.
 - ☐ Take the wallet home and hide it.
 - ☐ Take the wallet to the school office and hand it in.
-

Name:	Date:
What is the problem?	
Possible solutions?	
Possible consequences of solutions?	GOOD: <hr/> BAD:

SET 2 Activity 8: Deciding Takes Time and Effort

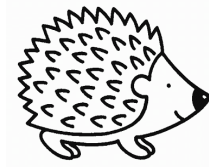


SET 2 Activity 9: Solution's Results

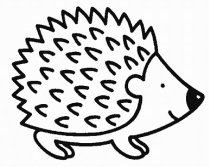
- **DON'T INTENTIONALLY HURT ANYONE, PHYSICALLY OR EMOTIONALLY**
- **IF YOU HAVE HURT SOMEONE, EVEN ACCIDENTALLY, YOU APOLOGIZE**
- **DON'T USE OR TAKE SOMETHING THAT ISN'T YOURS WITHOUT PERMISSION**
- **BE RESPECTFUL IN YOUR ACTIONS AND LANGUAGE**
- **DO NOT CRITICIZE THE BEHAVIOUR OF OTHERS, DO NOT INTERFERE IN THEIR LIVES OR FORCE YOUR OPINIONS UPON THEM**
- **USE PLANET'S RESOURCES AS YOU MAY NEED, WITH DUE RESPECT TO THE PLANET, TO OTHER LIFE FORMS, AND TO THE NEEDS OF OTHER USERS**
- **TAKE CARE OF YOUR HEALTH**

SET 3 Activity 1: Sam the Squirrel and Helen the Hedgehog Solve a Problem

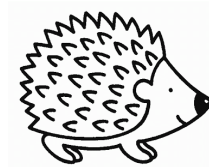
I CAN SOLVE A PROBLEM



STOP AND THINK



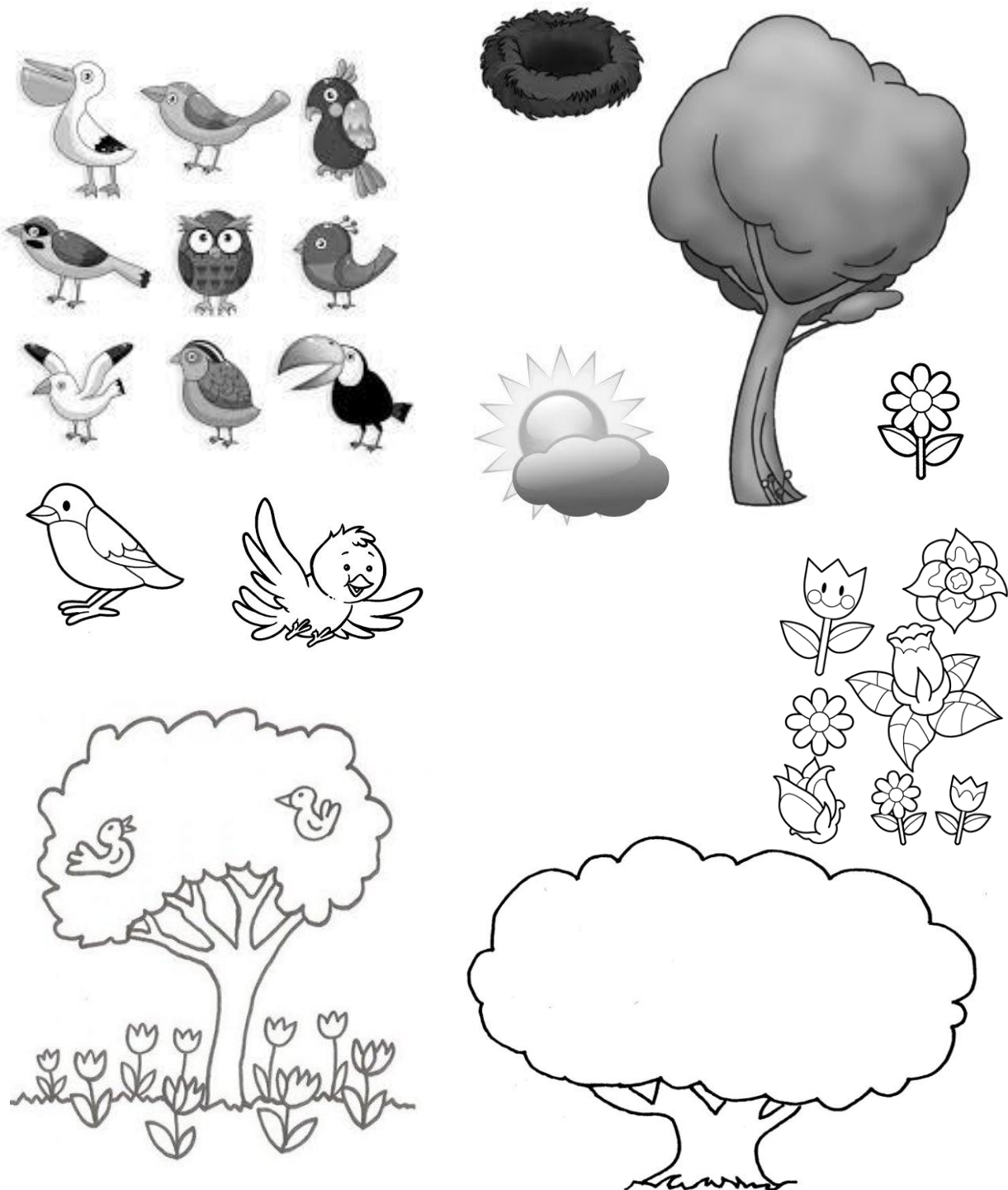
FIND A SOLUTION



GO AN DO IT

SET 3 Activity 2: Sam the Squirrel and Helen the Hedgehog Learn to Share

Make a collage about Helen and Sam's problem



SET 3 Activity 3: Sam the Squirrel and Helen the Hedgehog Have Fun Together

BOOK “I CAN SOLVE PROBLEMS”

Make a drawing of a good solution to a problem

A large, empty rectangular box with a thin black border, intended for a drawing. It occupies the lower half of the page.

SET 3 Activity 4: Helen the Hedgehog Has To Decide What To Do

YOUR BROTHER BROKE YOUR FAVOURITE TOY	ONE OF YOUR FRIENDS PUSHED YOU	YOU DON'T WANT TO GO TO SLEEP	SOMEONE CALLED YOU A BAD NAME
YOU WANT TO PLAY OUTSIDE BUT IT IS RAINING	YOU DON'T WANT TO GO TO SCHOOL	YOU CAN'T FIND YOUR FAVOURITE TOY	YOU BROKE YOUR MOTHER'S JAR
YOUR DOG DISAPPEARED	YOUR TV IS BROKEN	SOMEONE IS MAKING FUN OF A CHILD IN A WHEELCHAIR	YOUR FRIENDS ARE TELLING YOU TO DO SOMETHING STUPID

SET 3 Activity 5: Helen the Hedgehog Feels Good About Her Decision

Name:

Date:



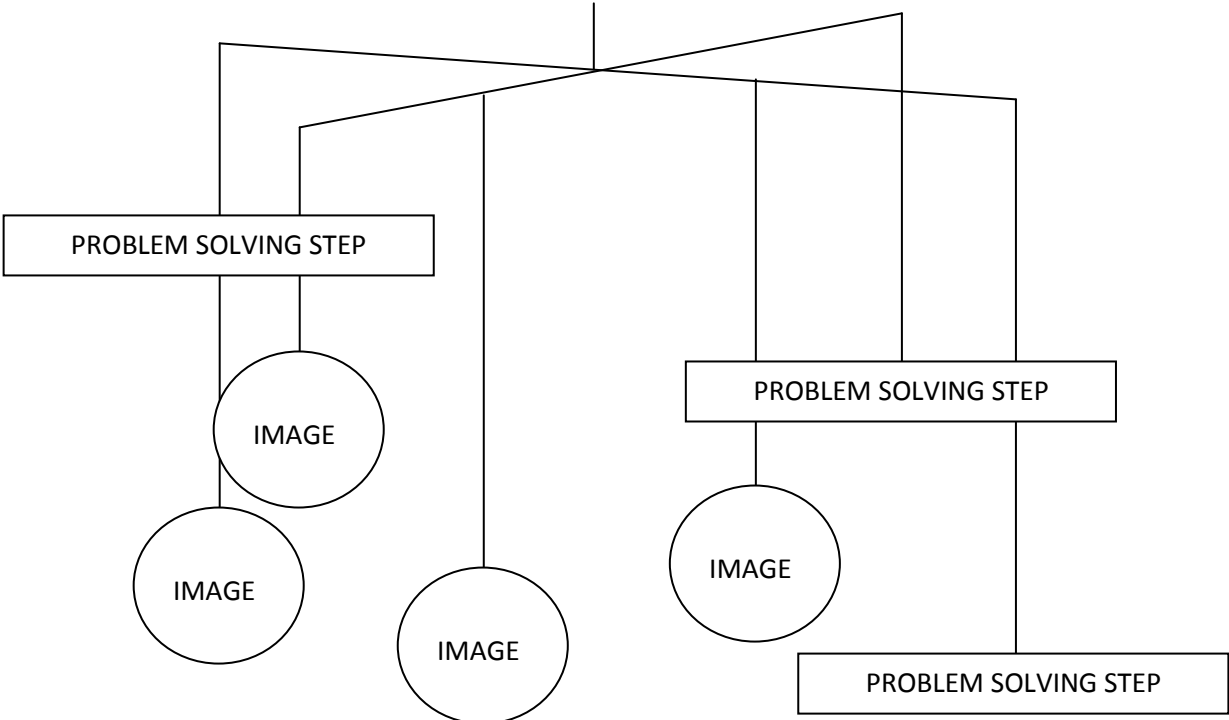
What was my problem? How did I solve it?

Was it a good solution?

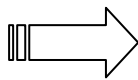
How did that make me feel?

SET 3 Activity 6: Helen the Hedgehog Is a Problem Solver

Example:



SET 3 Activity 7: Trying on Solutions



Problem?	
Possible Solutions?	
Best Solution?	

SET 3 Activity 9: The Great Journey

BOARD

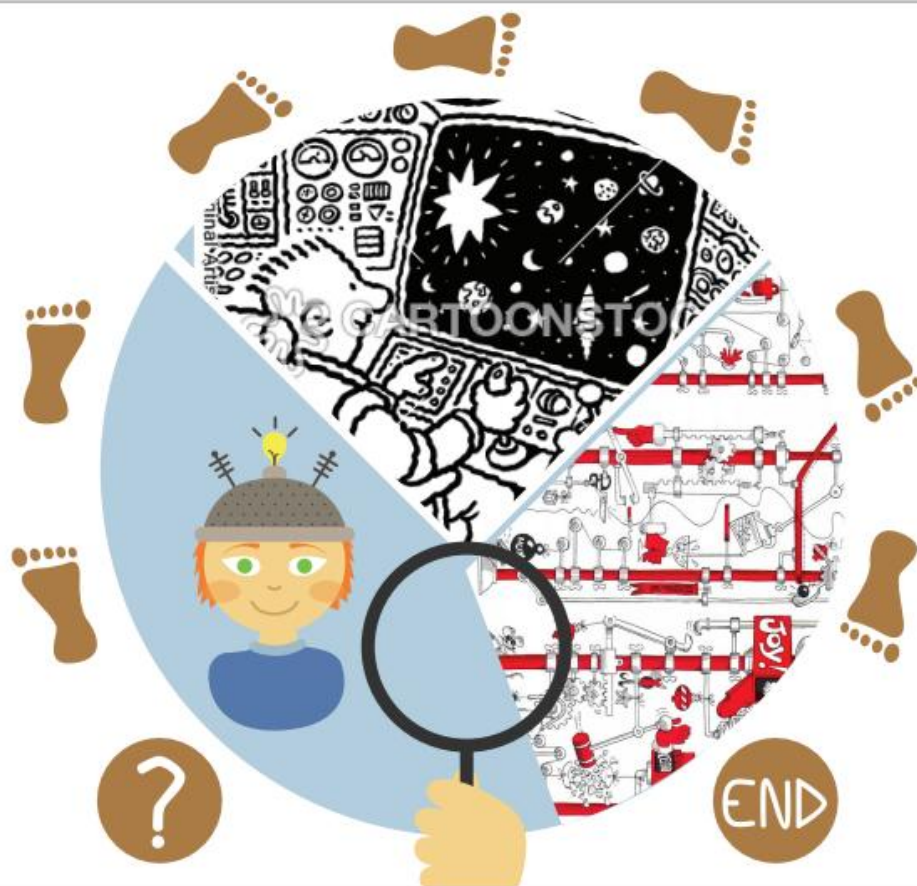


TABLE GAME - THE GREAT JOURNEY -

INSTRUCTIONS

The board game includes the stages of the problem solving process (defining the problem and generating alternative solutions; evaluating the solutions and decision making; implementing and evaluating the solution).

Each stage has a different number of houses in order to work on different aspects of them.

The game can be played by teams (4 to 5 teams of 3 to 4 children's). An additional team, the judge team is composed by 2 to 4 children's. The teacher may help, if necessary.

To begin, each team selects a token and places it on the Go space on the board only when their first turn to move arrives. Each team, in turns, rolls one dice and moves forward (clockwise around the board) the number of spaces indicated by the dice rolled. Action is taken depending on the space on which the team lands. When a team stops in one house, they should pick one card (of the pile that is in centre of the board) and read the instructions in the card that corresponds to one problem-solving step learned. After reading the instruction of the question/task proposed the team must give the answer or perform the action requested. The answer/performance is evaluated by the judges – giving a global a score from 0 to 2 (according to the adequacy of the answer- number of solutions /questions/information/consequences or creativity demonstrated). The number of houses that the team moves forward corresponds to the score attributed by the judges.

The first team to reach the end is the winner team.

THREE CATEGORIES: Defining the problem and generating alternative solutions; Evaluating the solutions and decision making; Implementing and evaluating the solution

DEFINING THE PROBLEM AND GENERATING ALTERNATIVE SOLUTIONS

Identify the problem, collect information and analyse barriers and facilitators, dividing the problem, if necessary (What's the problem? What clues/questions do I need to search/ask to understand the problem? Who/what can help me to see/clarify the problem and who/what doesn't let me see/clarify the problem? Is it one problem or several problems?)

Set problem goals, think positive and come up with different solutions (Why am I doing this? I want and I can solve this problem to...,or because...; Think in different ways to solve the problem)

Suspend judgment and combine solutions, if necessary (Stop! There's a time for everything... so don't judge before time: Listen the alternatives that your colleague provide to solve the problem; or don't block the brainstorm in your head: Think aloud in the alternative to this problem; think in two or more solutions for the problem that can be combine

EVALUATING THE SOLUTIONS AND DECISION MAKING

Best solution and value (Good versus bad: Name good things and bad things of each solution presented for the problem and think about how good or how bad they are)

Time/effort (Too much time and too much effort: Choose the best solution regarding time and effort economy)

Change in personal and social well-being (What changes: How these solutions help me or others to feel better?)

IMPLEMENTING AND EVALUATING THE SOLUTION

Try (1...2...3... Action: Try to put in action the best solution for this problem – role-play)

Evaluate (Is it solved? Evaluate the solution and the results – role-play)

Retry (Need to do it again? Observe the situation and the solution and decide if another solution is needed – role-play)

Defining the Problem and Generating Alternative Solutions:

Your best friend is sad. He doesn't want to play with you.

Evaluating the Solutions and Decision Making:

You are being bullied at school. *What will you do?*

1. Talk to him/her.
2. Ignore.

Implementing and Evaluating the Solution:

You don't like to play the sport that your parents want you to play.

Defining the Problem and Generating Alternative Solutions:

Someone has broken your videogame.

Evaluating the Solutions and Decision Making:

Your brother/sister doesn't let you watch your favourite TV program. *What will you do?*

1. Hide the TV command.
2. Talk to your parents.

Implementing and Evaluating the Solution:

Your friend stole a pencil and now you're being accused of having stolen it.

Defining the Problem and Generating Alternative Solutions:

A classmate gave you a kick.

Evaluating the Solutions and Decision Making:

You don't understand the new math exercise. *What will you do?*

1. Ask for help.
2. Work harder to figure it out.

Implementing and Evaluating the Solution:

Your friend won't return the book that you lent to him/her.

Defining the Problem and Generating Alternative Solutions:

In your classroom there is a boy that is always fighting with the teacher and upsetting you and your classmates.

Evaluating the Solutions and Decision Making:

You have a negative grade in math. Now you are afraid to tell to your parents. *What will you do?*

1. Tell to your parents.
2. Hide the fact.

Implementing and Evaluating the Solution:

Your friend is crying because the teacher is going to punish him/her.

Defining the Problem and Generating Alternative Solutions:

You feel that the teacher doesn't like you.

Evaluating the Solutions and Decision Making:

Your neighbour is always calling you ugly names. *What will you do?*

1. Talk to him/her.
2. Ignore.

Implementing and Evaluating the Solution:

You don't like to go to the Activities Centre but your parents force you and you think they don't care about your opinion.

Defining the Problem and Generating Alternative Solutions:

Your friend is very upset with you and you don't know if you can change that.

Evaluating the Solutions and Decision Making:

You have a new classmate that is very lonely. *What will you do?*

1. Try to be his/her friend.
2. Don't bother with him/her.

Implementing and Evaluating the Solution:

You don't like to go to school because there is a class of older boys that bull you and your friends, but on the other side you like to go because you play with your friends.

Defining the Problem and Generating Alternative Solutions:

You feel sad when your parents yell at you.

Evaluating the Solutions and Decision Making:

You feel so, so bored. *What will you do?*

1. Nothing.
2. Find something to do.

Implementing and Evaluating the Solution:

Your dog is lost.

Defining the Problem and Generating Alternative Solutions:

You want to watch TV but you have homework to do.

Evaluating the Solutions and Decision Making:

You can't find your favourite game. *What will you do?*

1. Ask for help to search it.
2. Play another game.

Implementing and Evaluating the Solution:

You forgot to take your lunch to school.

Defining the Problem and Generating Alternative Solutions:

Your friend challenged you to do something stupid.

Evaluating the Solutions and Decision Making:

Someone is making fun of a friend of yours that is deaf. *What will you do?*

1. Talk to that person.
2. Ignore the situation.

Implementing and Evaluating the Solution:

You don't want to wear a coat but it is very cold outside.

Defining the Problem and Generating Alternative Solutions:

Someone is hurting a friend of yours.

Evaluating the Solutions and Decision Making:

You want to go swim but the flag is red. *What will you do?*

1. Ignore the flag.
2. Play in the sand.

Implementing and Evaluating the Solution:

You saw your friend stealing a book.

Defining the Problem and Generating Alternative Solutions:

Your hat flew to the roof.

Evaluating the Solutions and Decision Making:

You forgot to do your homework. *What will you do?*

1. Tell the teacher the true.
2. Find an excuse.

Implementing and Evaluating the Solution:

You want to play with your friend but he doesn't want to.

Defining the Problem and Generating Alternative Solutions:

In your classroom there is a boy that is always stealing your lunch.

Evaluating the Solutions and Decision Making:

You lost the money that your father gave you. Now you are afraid to tell him. *What will you do?*

1. Tell your father the true.
2. Lie to your father.

Implementing and Evaluating the Solution:

Your friend is crying because his/her dog is lost.

Defining the Problem and Generating Alternative Solutions:

You feel that your best friend doesn't want to play with you anymore.

Evaluating the Solutions and Decision Making:

You lost your friend's coat. *What will you do?*

1. Tell your friend the true.
2. Lie to your friend.

Implementing and Evaluating the Solution:

Your mother told you to clean your room but you want to watch TV.

Defining the Problem and Generating Alternative Solutions:

There is a cat on the school's roof.

Evaluating the Solutions and Decision Making:

You want to play football outside but it is raining. *What will you do?*

1. Play something else.
2. Go anyway.

Implementing and Evaluating the Solution:

You forgot to bring the hat that your friend lent to you and he will need it.

Defining the Problem and Generating Alternative Solutions:

It is late but you don't want to go to bed.

Evaluating the Solutions and Decision Making:

Your parents want you to play tennis but you don't like it and you don't want to disappoint them. *What will you do?*

1. Tell them the true.
2. Make their will.

Implementing and Evaluating the Solution:

Your little sister accused you of something you didn't do.

Defining the Problem and Generating Alternative Solutions:

You want to go to the park but your mother asked you to help her with dinner.

Evaluating the Solutions and Decision Making:

Your best friend lied to the teacher. *What will you do?*

1. Tell the teacher.
2. Pretend that you didn't hear it.

Implementing and Evaluating the Solution:

You forgot your grandmother's birthday.

Defining the Problem and Generating Alternative Solutions:

Evaluating the Solutions and Decision Making:

What will you do?

- 1.
- 2.

Implementing and Evaluating the Solution:

Defining the Problem and Generating Alternative Solutions:

Evaluating the Solutions and Decision Making:

What will you do?

- 1.
- 2.

Implementing and Evaluating the Solution:

Defining the Problem and Generating Alternative Solutions:

Evaluating the Solutions and Decision Making:

What will you do?

- 1.
- 2.

Implementing and Evaluating the Solution:

Defining the Problem and Generating Alternative Solutions:

Evaluating the Solutions and Decision Making:

What will you do?

- 1.
- 2.

Implementing and Evaluating the Solution:

Defining the Problem and Generating Alternative Solutions:

Evaluating the Solutions and Decision Making:

What will you do?

- 1.
- 2.

Implementing and Evaluating the Solution:

Defining the Problem and Generating Alternative Solutions:

Evaluating the Solutions and Decision Making:

What will you do?

- 1.
- 2.

Implementing and Evaluating the Solution:

Defining the Problem and Generating Alternative Solutions:

Evaluating the Solutions and Decision Making:

What will you do?

- 1.
- 2.

Implementing and Evaluating the Solution:

Defining the Problem and Generating Alternative Solutions:

Evaluating the Solutions and Decision Making:

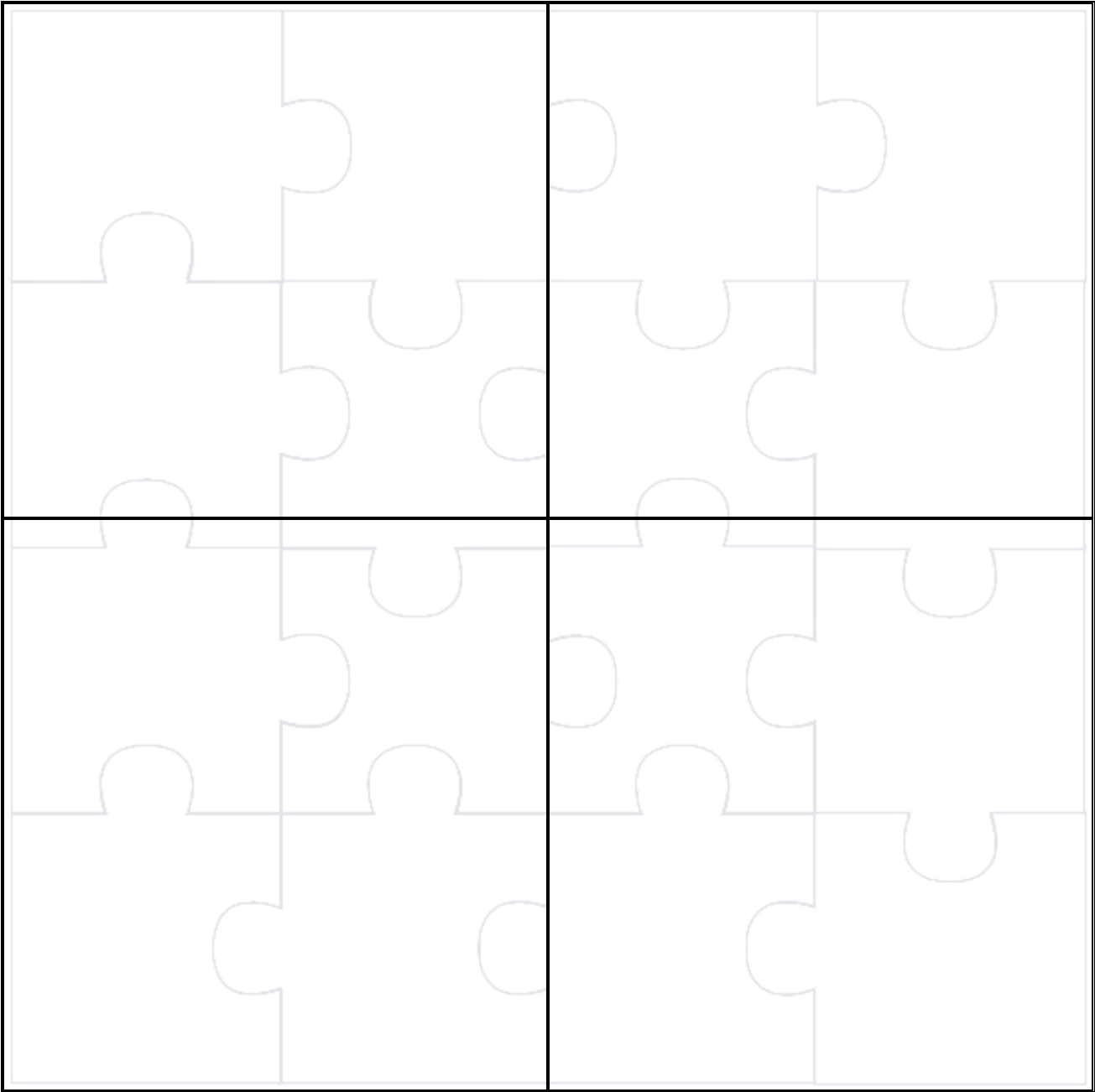
What will you do?

- 1.
- 2.

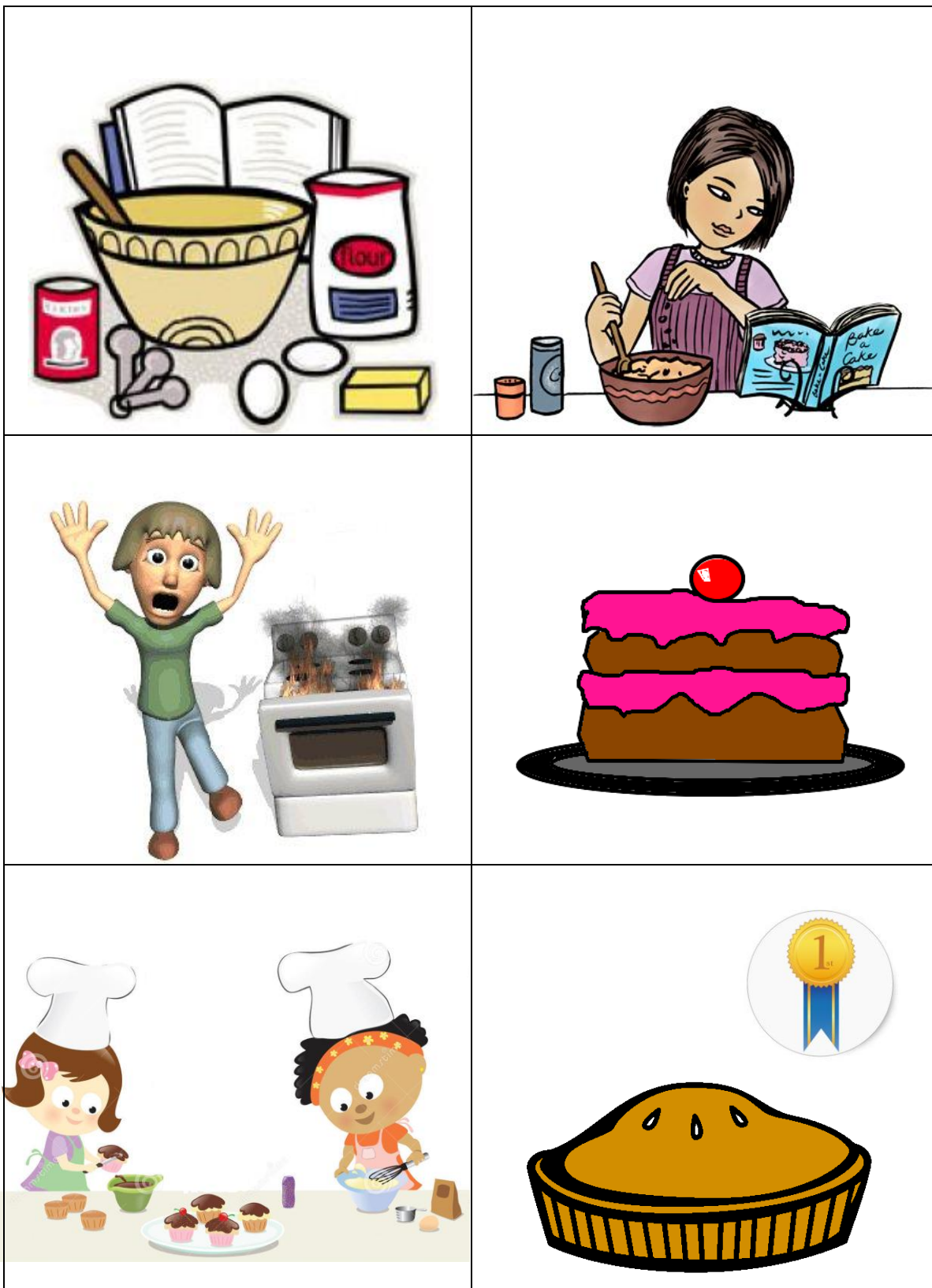
Implementing and Evaluating the Solution:

Sub-Theme 2: Empowerment/Autonomy

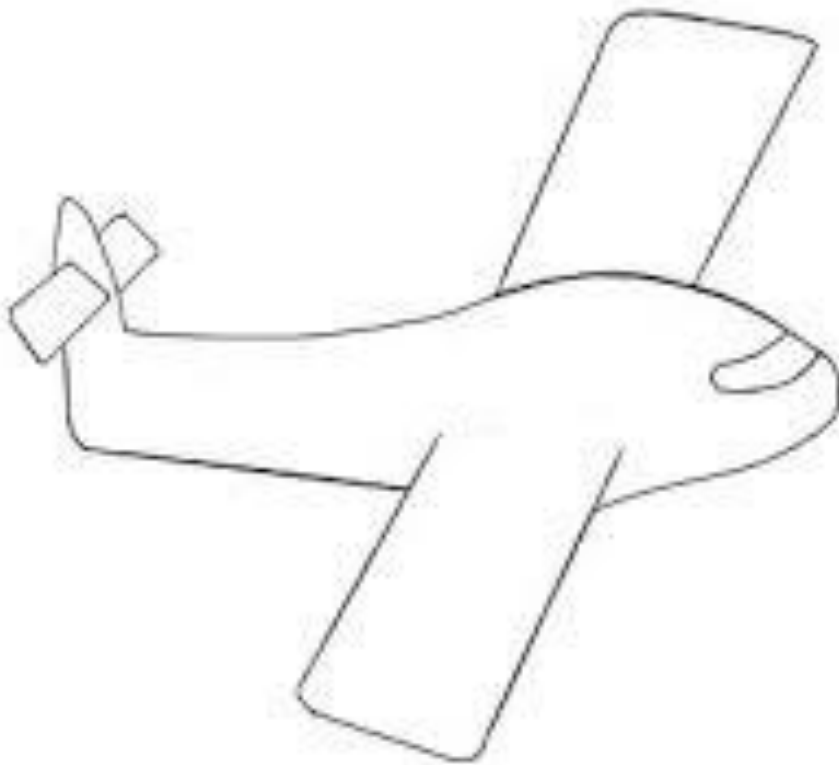
SET 1 Activity 1: Helen the Hedgehog Thinks About What is Really Important



SET 1 Activity 2: Helen the Hedgehog Wonders Why Does This Happen



SET 1 Activity 3: Helen the Hedgehog Finds a Purpose



SET 1 Activity 4: Helen the Hedgehog and Sam the Squirrel
Reflect on Themselves

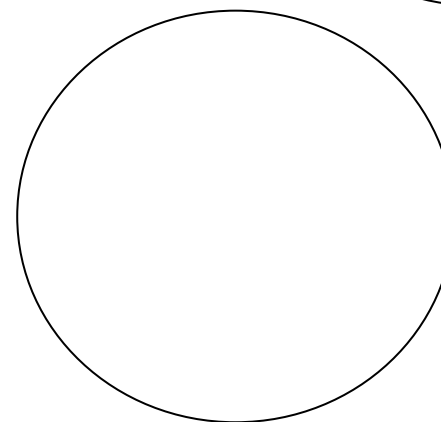
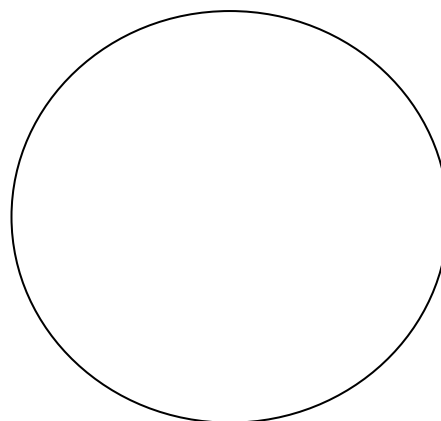
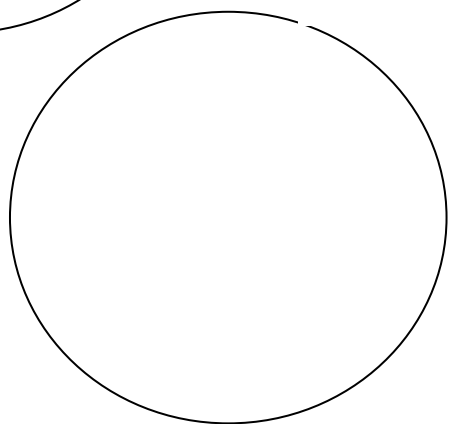
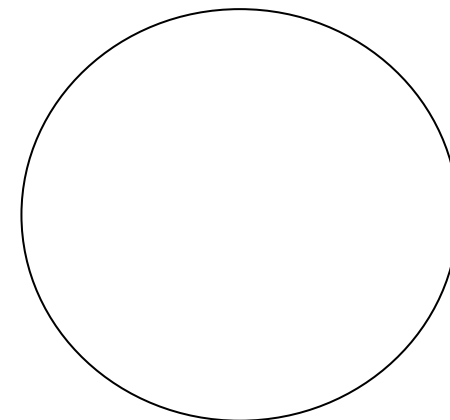
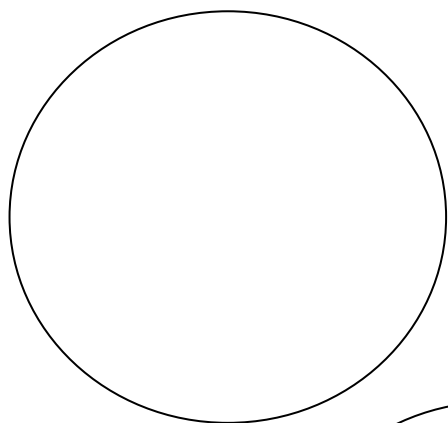
WHO AM I?

SET 2 Activity 2: Sam the Squirrel Asks For Help



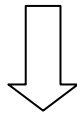
SET 2 Activity 3: Sam the Squirrel Makes Things Happen

**I CAN DO
THINGS**



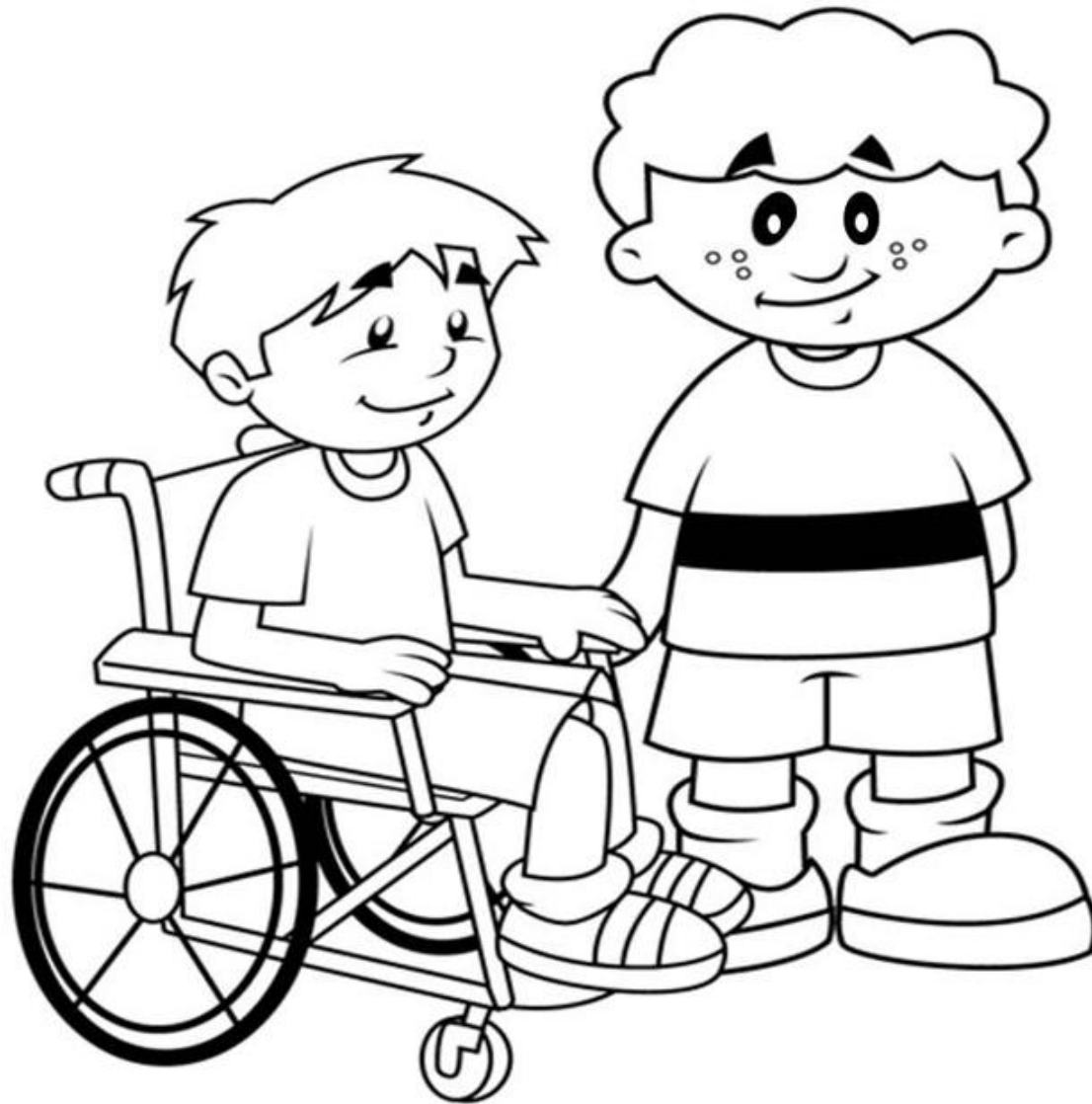
SET 2 Activity 4: Helen the Hedgehog Plans a Party

PLAN



DO IT

SET 3 Activity 1: Helen the Hedgehog Speaks Up



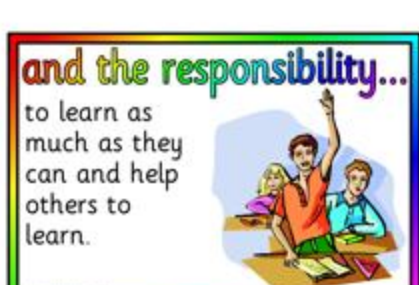
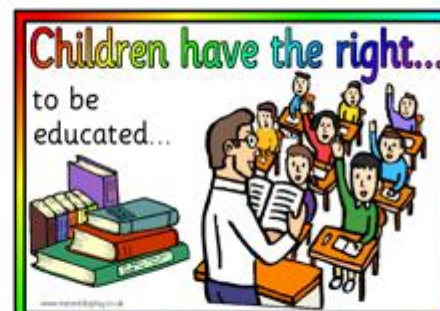
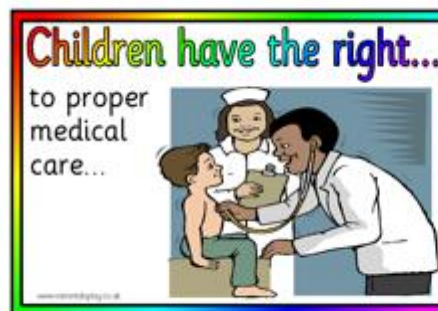
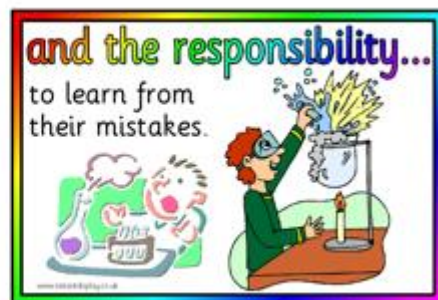
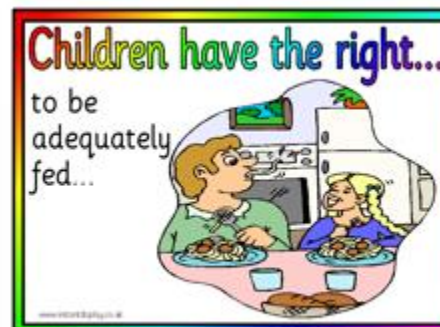
SET 3 Activity 2: Helen the Hedgehog Advocates

“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.

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



SET 3 Activity 4: Helen the Hedgehog and Sam the Squirrel Help Others

Activity 1 - Not being able to hear

Put a pair of foam ear plugs and a device on a child (hearing a frequency between a radio station, only hearing static or with the volume very loud, distracting).

Another child will read a newspaper article or book passage, rapidly, using a soft voice, in monotone, and pausing in odd places.

Another child will try to explain the article only using gestures and body mimic.

Another child will ask the first questions about the article or book.

Activity 2 - Learning disabilities

One child writes a number of different sentences backwards on a piece of paper.

Another child is asked to read them correctly.

Another child keeps interrupting the child and says him to hurry.

Example:

"ehT kcalb tac tas no eht toh nit foor"

"The black cat sat on the hot tin roof."

Activity 3 - Intellectual disabilities

1) Two children sit back to back. One will have a paper with an abstract shape on it. Another child must explain to the other how to draw the shape.

Give the child a pencil and piece of paper so that he can draw the shape following first child directions.

2) Then give them a small text in a foreign language they don't know. Ask them to read the text and answer the question. After they are telling they don't know tell them to try harder.

3) Give a sentence, and ask them to find the number of A's they can count. Don't allow going back and counting them again.

Activity 4 - Physical disabilities

1) If there is the possibility to have a wheelchair have children take a turn sitting in the chair, trying different activities: going from one part of the building to another, pushing the wheelchair with their hands, going through the lunch line, getting a book off the top shelf, playing a game in the gym or playground, going to the bathroom. If this is not possible try it out with a normal chair with wheels, having another child just pulling the chair.

2) Have children try different activities using only their non dominant hand. Tying their shoes; Going through the lunch line and eating lunch; opening a jar; playing catch; holding a stack of papers and handing out one at a time; going to the bathroom.

Activity 5 - Visual impairments

1) One child blindfolded, guided by another will need to walk around the classroom without running into anything and sit on his desk. Children can try it out outside in the playground, going to lunch or to the bathroom.

2) A child will wear some glasses that have glue on the lens, so that the vision gets blurred. Ask the child to read a small text.

