

ACTIVITY 2: Zelda and Sherlock take care of a puppy

Learning Goal

The children will feel responsible for somebody or something

Learning Outcome

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

Know how to be responsible for somebody or something

Age Group: Early Year

Level: Intermediate

Materials needed: sheet of paper, crayons, and posters

Activity Steps

1. Start the activity reading the previous story "*Zelda and Sherlock rescue a pet*"
2. Help the children to understand the story by asking them:
 - Who did Zelda and Sherlock find in the forest?
 - What did they do for him?
 - Why did they decide to help him?
 - How did they help him?
3. Ask the children to make a drawing out of the story.
4. Let children share and explain their own drawings.
5. Deepen the topic of the story through the following questions:
 - In your opinion, how did they feel when they found the puppy?
 - In your opinion, how did the puppy feel after their help?
 - In your opinion, how did Zelda and Sherlock feel at the end of this story?
6. The teacher collects all ideas on 3 different posters in order to introduce the importance to feel responsible for somebody or something and what the meaning of it is.
7. Ask the children to think about something or somebody they feel responsible for (ex. a younger brother/sister; their own games or stuff) and make a picture of it.

Home activities

At home with their parents the children discuss situations when parents feel responsible for somebody or something and then they make a drawing of it.

ACTIVITY 3: Zelda and Sherlock want to help a puppy

Learning Goal

The children will describe the importance of doing positive and responsible actions that benefit others

Learning Outcome

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

Describe positive and responsible actions that benefit others

Age Group: Early Year

Level: Advanced

Materials needed: Sheets of paper, block notes, crayons or colouring pens, poster

Activity Steps





1. Start the activity reading the story *"Zelda and Sherlock rescue a pet"*
2. Help children to understand the story asking them:
 - Who did Zelda and Sherlock find in the forest?
 - What did they do for him?
 - Why did they decide to help him?
 - How did they help him?
3. Deepen the main topic of the story through the following questions:
 - In your opinion, how did they feel when they found the puppy?
 - In your opinion, how did the puppy feel after their help?
 - In your opinion, how did Zelda and Sherlock feel at the end of this story?
4. Collect all ideas on three different posters.
5. Divide the children in groups and ask them the following question:
 - What would you have done if you had been Zelda and Sherlock?
6. Give time to the children to discuss their ideas within their groups and ask each group to make a drawing that represents all raised ideas in the group.
7. Close the activity by discussing their suggestions and point to the importance of be responsible for other people.

Home activity

With the help of their parents the children first discuss on situations when they can feel responsible looking at the chart "I feel responsible when". Parents ask the children to think and talk about a past event when the child felt responsible relating to each picture. Then children complete the chart drawing another situation when they feel responsible for somebody or something.

I feel responsible when

	<p>I comfort a peer</p>
	<p>I share game with a peer</p>
	<p>I welcome a peer</p>
	<p>I take care of a pet</p>
	<p>I share a snack</p>

	I help another person
	I do my best in a task
	I take care of the school material
	I take care of my own things

ACTIVITY 4: Zelda did not listen to her mother's rules

Learning Goal

The children will learn reasons why it is importance to obey rules.

Learning Outcome

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

Understand why it is importance to obey rules

Age Group: Early Primary

Level: Basic

Materials needed: Sheets of paper, pens

Activity Steps:

1. Read the following story "The poisonous mushroom"

Every now and then, Zelda and her parents used to go in the forest searching for mushrooms. Zelda's mother was a good cook and she knew all the recipes to cook mushrooms, baked mushrooms, mushroom stew and meatballs with mushrooms. The whole family like mushroom a lot!

Zelda went a bit further from her parents because she knew a secret place to find mushrooms. As soon as she arrived there, she found very big mushrooms in different shapes and sizes. She took as many mushrooms as she could carry and then she met her parents again.

At the end of the day, while they were walking home, her mother remained close to Zelda to tell her to avoid eating any mushroom. "Do you know the rules, Zelda?" - said. "Wrong mushroom can be poisonous, I will check them all before eating them".

Zelda pretended to listen but she was too eager to run to Sherlock to give him the biggest mushroom she found.

When Zelda arrived at Sherlock's house, he was so happy for the special gift and he ate it in a second, but after some few moments he started feeling very ill.

He became very pale and he fell to the ground unconscious. Zelda was terrified and she called Sherlock's mother immediately.

Sherlock's mother saw at once that he had been poisoned, she put him in the bed and she gave him a special medicine.

Zelda felt terribly guilty because she did not respect her mother's rules and she had hurt her best friend.

After some hours Sherlock woke up slowly, he definitely felt better. Zelda apologized for her mistake, she should had listen to her mother. Although he was a bit angry with Zelda, he realized she did not do on purpose and he forgave her.

2. Introduce the topic of the activity by explaining to the children that rules are important for keeping people safe and happy and they keep them

3. Invite students to brainstorm rules that meet collective needs in the class and in the school.
4. Write down all suggestion on a sheet of paper.
5. Working in small groups, the children create a story when one of the character does not respect a rule describing, moreover, what happened and how the story ends.
6. Let the children play their own story before the class as a small act.
7. Discuss with all students about the broken rules in the stories, consequences and strategies they use to cope the problems.

Students reflect together with their parents about rules they have at school, at home, with peers and in the playground (they can add others contexts) focusing on the right behaviours. Students write down rules and consequences of respecting those rules.

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ACTIVITY 5: Sherlock forgives Zelda

Learning Goal

The children will describe why is important to forgive others for their mistakes.

Learning Outcome.

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

Forgive others for their mistakes

Age Group: Early Primary

Level: Intermediate

Materials needed: poster, markers,

Activity Steps

1. Start the activity reading the previous story "*the poisonous mushroom*"
2. Help the children to understand the story asking them:
 - Do you like the story?
 - Where did Zelda go with her parents?
 - What did they do?
 - What did Zelda find in the forest?
 - What was Zelda's mother's rule?
 - In your opinion, why did Zelda not obey her mother's rule?
 - What happened when Sherlock ate that mushroom?
3. What did Sherlock do after he woke up? Why?
4. Introduce the topic of the activity encouraging the children to speak about the following questions:
 - What is the meaning of forgiveness?
 - How do you feel when you forgive someone?
5. Let the children brainstorm their answers and collect them on a poster.
6. Ask each student to write a personal event when he forgave somebody or he/she was forgiven by somebody.
7. Let the children their stories.
8. At the end help the children to explain how they feel when they forgive or they are forgiven. Help them to understand that forgiveness is never easy as it requires that we pass on our right to be angry over an offense behaviour against us. Through forgiveness you give yourself a chance to be happy again and stop carrying those negative feelings.

Home activity

The children ask to parents to tell them a personal event in their life when they forgave somebody. The children write the story on a sheet of paper.

ACTIVITY 6: Zelda needs to apologize for her mistake

Learning Goal

The children will learn how to apologize for mistakes being responsible of their own actions.

Learning Outcome.

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

Be responsible for my behaviour and apologizes for my mistakes

Age Group: Early Primary

Level: Advanced

Materials needed: a bottle, a bag of candies, some pens or pencils.

1. Start the activity by reading the story "*the poisonous mushroom*"
2. Help the children to deepen the topic of the activity asking them:
 - Do you like the story?
 - Where did Zelda go with her parents?
 - What did they do?
 - What did Zelda find in the forest?
 - What was Zelda's mother's rule?
 - In your opinion, why did Zelda not obey her mother's rule?
 - What happened when Sherlock ate that mushroom?
 - How did Zelda feel after she understood what had happened?
 - What did Zelda do?
3. Introduce the topic explaining to the children that it is important to express remorse and apologize when we have done something that may have hurt another person.
4. Discuss with the children using the following questions:
 - Have you ever had to say sorry to somebody?
 - What does it mean when you say "I'm sorry"?
5. Show the children the "apology bottle", a tool to make apologizing easier. To build it, you need a bottle, a bag of candies, some pens or pencil. When someone needs to apologize for a mistake, he/she writes down their apology, tie the paper onto a candy and put it into the pot. Once a week, students read all apologies together. If an apology is offered to a particular student, that student gets to eat the candy. It's important that the teachers also put some candies into the pot, so the children will know that everybody makes mistakes.
6. The teacher need to underline that everybody does things they would rather have undone, but this can be OK as long as they take responsibility for their behaviours. Apologizing helps children to accept responsibility for wrong behaviours and it provides a strategy to make things right again healing the broken relationship and it gives a new beginning.

Home activity

With the help of their parents fill the chart "I'm sorry when" thinking about some wrong behaviours they have made and the way to cope them by taking responsibility.

I'm sorry when...	But I can solve the situation being responsible by...

ACTIVITY 7: I would have done...

Learning Goal

The children will generate alternative solutions to a moral problem.

Learning Outcome.

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

Reflect and take a decision on a moral problem

Age Group: Late Primary

Level: Basic

Materials needed: "A moral dilemma" story, sheets of paper, pens

Activity Steps

1. Start the activity reading the following story "A moral dilemma" to the children:

In a primary school class, children are collecting money for an educational tour: the fee is € 15 per child.

Mary, a student of the class, gives to teacher € 20 and receives a 5 € note back from the teacher. She puts money in a yellow envelope into her diary.

During a break, in the afternoon, all children go out in the playground. Henry, another student, asks the teacher to go to the bathroom. Immediately after this, Paola, Henry's classmate, enters in the classroom and she sees that Henry is opening Mary's diary and he's taking the envelope with money. Henry threatens if Paola tells anyone what he did.

2. Divided in 2 or 3 small groups, the children discuss and write down on a piece of paper all answers related to the following questions:

- What should Paola do?
- Would it matter if Mary was the best friend of Paola?
- Would it matter if Mary and Paola were not friends?
- Would it matter if Paola was the best friend of Henry?
- If you were Paola, how would you feel?
- If you were Henry how you would react?

3. Keeping the previous groups, organize a role play when the children have to describe and motivate their opinions like they if they were in a court.
4. One child that represents one group starts explain their solutions focusing on positive and negative aspects besides their decisions and actions. All groups present their opinions. The teacher facilitates activity giving a fixed time, for instance 3 minutes each group.
5. Organize a discussion to help all children to work together in order to find a common shared solution.

6. At the end of the game, explain to the children the aim of this activities. They worked on a moral dilemma where they needed to decide what they thought and which morally correct behaviour take in that situation where it seemed there were no truly 'right' answers to the questions.

Home activity

The children with the help of parent think of a past situation in their life where they had to deal with a moral dilemma that is when they had to compare two different moral imperatives and choose which one they feel is most important. They describe what happened and what they did writing in on a on a sheet of paper.

ACTIVITY 8: Looking after other people

Learning Goal

The children will look after other people.

Learning Outcome.

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

Understand the importance of looking after other people.

Age Group: Late Primary

Level: Intermediate

Materials needed: piece of paper, pens, and posters

Activity Steps

1. Introduce the activity by asking the children to first think about some behaviours they know where they look after other people. For instance comforting, rescuing, helping.
2. Then ask the children to reflect upon a time when they looked after other people answering following questions on a sheet of paper:
 - What did you do?
 - How did you look after somebody?
 - How did you feel before?
 - What did you think before?
 - How did you make that person feel after your help?
 - How did you feel after?
 - Would you do the same thing again? If so, why? If not, why not?
3. In circle, let the children share their stories to the classmates
4. Divided in groups, the pupils are asked to reflect on a series of questions:
 - When do others need you to look after them?
 - Who are "the other people" in your life?
 - Why it important to look after other people?
 - How do you look after other people?
5. The children can collect all ideas on posters and discuss those ideas with the other classmates.

Home activity

In this activity the children are asked to work with a significant adult to identify which skills that they have that might be useful to make other people feel good, welcome, happy and loved writing list of them.

ACTIVITY 9: Laura would like to go to the party

Learning Goal

The children will reflect on ethic behaviours comparing their ideas with ethical principles of the others.

Learning Outcome.

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

Reflect on ethical behaviours

Age Group: Late Primary

Level: Advanced

Materials needed: "Fitting in a new group" dilemma, posters, and pens

1. Start the activity dividing the children in groups and assign the following dilemma to each group.

Dilemma: "Fitting in a new group"

You moved from one city to another one and now you are new in your class. You don't know anybody and you need to make new friends. You noticed the first day that there are several students who teases one of your classmates.

Nobody looks at you and you would like to fit in more so you wonder whether it could be a good idea to get into the group by teasing that boy as well. What do you think about it?

2. Students first role-play the dilemma.
3. The group need to come to a consensus on what to do considering and discussing also the ethical values that underlie their decisions.
4. Each group write on a poster with their ideas explaining which values they compared to take the final decision.
5. All groups share and explain their posters to their classmates.
6. Then help the children to deepen the topic of the activity by asking them:
 - Can you tell me a definition of ethics?
 - How do ethics influence personal and community values?
 - Why do you think it is important to use ethical behaviour?
 - Can you identify three general ethical principles you keep in your life?
7. Guide the discussion deepen ethic behaviours by comparing different raised answers and write all suggestions in a poster.
8. Close the activity by explaining that ethics involves the ability to define right from wrong throw decision-making. It's not easy to know how to best resolve ethical dilemmas especially when any choice might break up the societal and ethical standards like justice, fairness, friendship or any other aspects of human welfare.

Home activity

With the help of parents, the children first read the story on the worksheet "Can I go to the party?", then they discuss and answer questions.

Can I go to the party? - Worksheet

Laura is a transfer student and she is attending the last year of primary school. She is making good friends but still feels outside the group of the more popular students.

One day one of her classmate says to her "Hi Laura, you know, there will be a party at a Christina's house while her parents will be out of town. You must come, Christina is inviting all of our classmates!!!"

Laura didn't know Christina very well but she knows she is one of the most popular girls in the class and most of her classmates are planning to go to the party.

Laura thinks that it seems to be perfect opportunity to break out of her small clique and making more friends.

She has a very good relationship with her parents, she trusts them and they trust her but she knows there is no way her parents will let her go to the party if they know that Christina's parents will be out of town.

Some friends suggest Laura should just not say anything and only lie if her parents asks her directly about adults being at the party. She doesn't know what to do, she would really like to go. Maybe this is the only opportunity she has to go and she wonders: if they ever find out, what would it really matter?

Discuss and answer following questions with your parents:

- Would it be worth it to hide the truth about the party from her parents and risk having to lie?
- What do you think it will happen if Laura's parent will find out about the party?
- Do you think she will deal with the fact that they probably wouldn't trust her anymore?
- What would you have done if you had been Laura?