

HOLISTIC EDUCATIONAL APPROACH

for Children 3-11 years old



Under the auspices



Supported by the Rights, Equality
and Citizenship Programme 2014-
2020 of the European Union



Comune di
Milano



Terre des hommes
Helping children worldwide





Contents

Abbreviations.....	5
Acknowledgments.....	6
Introduction.....	7
Introduction to student well-being.....	11
The Method	19
STEP 1	22
<i>The Physical Space.....</i>	22
STEP 2	25
<i>The atmosphere of the classroom.....</i>	25
<i>Strategies for a supporting and nurturing environment.....</i>	27
<i>Building a predictive environment</i>	31
STEP 3	36
STEP 4	40
<i>Opportunities for positive interactions</i>	40
<i>Engaging Caregivers.....</i>	43
STEP 5	45
<i>Mindfulness Best Practices</i>	45
<i>Two basic mindfulness examples for the classroom.....</i>	47
STEP 6	48
<i>The competencies.....</i>	49
Activities & Games Bank	51
1. <i>A star for a star.....</i>	57
2. <i>Sculpture from scraps</i>	58
3. <i>Paper ball.....</i>	59
4. <i>Toss</i>	61
5. <i>Feelings of persevering.....</i>	62
6. <i>Drawing of stars</i>	63
7. <i>The self-clay</i>	65
8. <i>From desire to realization.....</i>	66
9. <i>What is my goal?</i>	67





10. The countries.....	68
11. Human knot.....	69
12. Confusion.....	70
13. Our peaceful environment.....	71
14. Thumbs up – thumbs down.....	72
15. Words can hurt.....	73
16. Forum theatre.....	74
17. Stop and Go.....	76
18. You be the judge.....	77
19. Exchanging places.....	78
20. Where were you?.....	79
21. The wind blows.....	81
22. Say something nice.....	82
23. Build a friend.....	83
24. Friendship web.....	84
25. Tallest tower.....	85
26. The Chain of Laugh.....	86
27. Sounds to Communicate.....	87
28. My group is.....	89
29. Fair or Unfair.....	90
30. The Shared Portrait.....	91
31. The Mind Map.....	92
32. The Newspaper Article.....	93
33. Let the Farmer Sleep.....	94
34. What am I feeling today?.....	95
35. Feeling Charades.....	96
36. Storytelling.....	97
37. Thumbprint feelings book.....	98
38. Let's make a Song.....	99
39. Degrees of emotion.....	100
40. Tiger Tiger Panther.....	102
41. Ming – Mang – Mong.....	104
42. What's in my bag?.....	105
43. Head shoulders knees toes.....	106
44. Our class cat.....	107
45. Counting to 10.....	108
46. The Little Blind Train.....	109
47. The Sun and the Moon.....	111





48. Freeze Unfreeze.....	113
49. Picture Recipe Book.....	114
50. The Mirror.....	115
51. Capture the Flags.....	116
52. Play Ball Relay.....	118
53. Chain - Chain.....	119
54. The Magical Hoop.....	120
55. The Cat and the Birds.....	122
56. The Witches.....	124
57. The Postman.....	125
58. The fair play football.....	127
59. Three Balls on the Field.....	128
60. Five Passes Ball.....	129
61. The Wonderful Forest.....	130
62. Red Light, Green Light.....	132
63. Calm Emotions – Head to toe.....	133
64. Change my Shape & Feeling.....	135
65. Growing seeds.....	137
66. Tree.....	138
67. Body Scanning.....	140
68. Show and Tell.....	142
69. Shake Everything off.....	144
70. Belly Breathing.....	145
References	147





Abbreviations

ACE	Adverse Childhood Experience ¹
IRC	International Rescue Committee Hellas
REEC	Reinforce Educators, Empower Children
SEL	Social-Emotional learning
SHLS	Safe Healing and Learning Spaces
Tdh	Terre des hommes Hellas
UNICEF	United Nations Children's Fund

¹ Adverse Childhood Experiences, potentially traumatic events that occur in childhood (0-17 years) such as experiencing violence, abuse, or neglect; witnessing violence in the home; and having a family member attempt or die by suicide. Also included are aspects of the child's environment that can undermine their sense of safety, stability and bonding such as growing up in a household with substance misuse, mental health problems, or instability due to parental separation or incarceration of a parent, sibling or other member of the household (Centers for Disease Control and Prevention, 2019). Available at: <https://www.cdc.gov/violenceprevention/aces/about.html>





Acknowledgments

This manual was written by Dr. Nikoletta Theodorou in collaboration with Anastasia Ramantza and in close consultation with the International Rescue Committee (IRC) Hellas and Terre des Hommes (TdH) Hellas.

For more information about the Safe Healing and Learning Spaces (SHLS) Toolkit, please contact the IRC at children@rescue.org.

To download the resources in the SHLS Toolkit, please go to SHLS.rescue.org.

For more information about the “Movement Games and Sports” methodology, please contact TdH at info@tdh-europe.org.

Disclaimer: This publication was produced with the financial support of the European Union. Its contents are the sole responsibility of project partners and do not necessarily reflect the views of the European Union.





Introduction

Welcome to the manual for teachers and educators
“Holistic Educational Approach for Children 3-11 years old”.

The “Holistic Educational Approach for Children between 3 and 11 years old” methodology puts in the centre of attention the child and its physical, mental, emotional, social, and cultural development. To support children’s’ holistic development, this manual aims to underline the importance of “learning through playing”, teacher/educator and student well-being in class and cooperation with caregivers.

Teaching is an emotional practice with emotions being at the heart of what teachers do and why they do it. Amongst other reasons, teachers and educators come to teaching with aspirations, such as inspire a love for learning, develop critical thinkers and even change the odds of disadvantaged children. However, in Greece the education system remains very oriented to academic development, aiming at enhancing the “hard skills” in children. Nonetheless, this approach proves to be inadequate in today’s world where children and youth in schools often experience severe adversity (through forced migration, COVID-19, domestic violence, poverty, etc.) that negatively impacts their well-being, development, and learning. At the same time, globally, the importance of “soft skills” is increasingly being recognized as critical for success in school and life and attention to these skills is becoming essential in the classroom. Research has consistently found that students learn better in safe, supportive environments. This manual aims to assist educators and teachers to become more AWARE, more INTENTIONAL and more PUPROSEFUL.

Through this manual, teachers and educators can find useful tips and a menu of optional strategies to use for engaging the students and promoting a sense of belonging in their classrooms.

The manual is based on learning through Playing: Play and creative activities (e.g., drawing) are at the centre of children’s life. Through the years, the educational aspect of play has been forgotten and removed from the class environment to outdoor spaces for recreational reasons only. With this manual the game returns to class, to elevate the day-to-day activities and promote a healthy learning environment. The role of the educator/facilitator/promoter of each child’s growth is also in the spotlight. It is considered highly important for the teacher/educator to know how to build a safe and nurturing environment, as well as know different types of creative activities and games in order to be able to respond appropriately to the specific needs of children according to their age.

Global educational trends put focus not only on the hard skills but also on the soft skills developed in class. The school is now called to support the growth of each child’s cognitive skills (such as memory, strategy, observation, etc.), their psychosocial skills (such as respect, trust, responsibility, cooperation, etc.) and physical skills (such as precision, speed, reaction, coordination, etc.). Those three levels are considered crucial for the upbringing of a healthy and complete human that will be able to respond to society’s needs. Of course, this all depends on how the activities will be put in place and ensure that methodological principles are respected.

Most activities and games use the body and senses. For the child to learn, these games require the presence of an adult to guide them. These activities and games have previously supported children who have undergone adverse childhood experiences such as natural disasters, domestic violence,





and conflicts in order to help them fulfil their psychosocial needs. It is clear, however, that these games will become useful to any child in any context, considering the global events affecting humanity (e.g., COVID-19 pandemic) that brought to light the importance of mental resilience. These activities can become a powerful tool because they approach the child as a whole: the head is in command because they think, consider strategies, and make quick decisions; the body is moving, the senses are stimulated; the heart is central in controlling emotions and in applying fundamental values.

We believe that learning can only take place through experience followed by reflection. Reflection will support metacognition, that has become one of the most important skills for the people of our era to be able to solve problems and retrieve knowledge from memory (metamemory and metacognition). The games presented in this manual can be used for recreational reasons only, but with the correct guidance and facilitation from the educator, fun can also equal **LEARNING**.

The Methodology at a glance

The new methodology proposed in this manual is a holistic educational approach for children between 3 to 11 years old that aims at the psychosocial development of children and the promotion of creating a stable and supportive environment in the classroom. It combines three distinct methodologies, namely the IRC 'Healing Classrooms' and 'Social and Emotional Learning' and the Tdh 'Movement, Games and Sport' methodology.

**THREE
APPROACHES
IN ONE**





This new comprehensive methodology combines the social and physical skills of children and teachers through practical and theoretical activities, with the well-being of both members being the ultimate goal. By applying this methodology, the teacher and the student will have the opportunity to develop new skills in a healthy environment and at the same time to strengthen and reduce the effects of possible adverse childhood experiences that the child has encountered. The methodology is based on activities that invite the child to use his/her mind, body, and emotional world. Games and sports contribute significantly to the physical and mental health of all members involved. The classroom is immediately transformed into a space that treats children's' well-being holistically and combines fun, development and learning! So, ENJOY!

Healing Classrooms approach is based on 30 years of IRC's education work in conflict and crisis-affected areas.

The approach focuses on expanding and supporting the ways in which teachers can create and maintain "healing" learning spaces in which all children can recover, grow and develop.

In 2005, Terre des hommes developed a pilot-project called "Movement, Games and Sport (MGS) for the psychosocial development of children". This methodology is the result of that 15-year MGS field experience on strengthening the skills of adults (animators, social workers and teachers) working with children.

The approach to SEL is adapted from the IRC ongoing work to integrate SEL in education and protection programs.

SEL has been shown to mitigate the effects of adversity, by providing children with the tools to focus, regulate their emotional responses, interact with others, and cope with stress and challenges.

How to use the handbook

This manual is for primary school teachers, educators and caregivers working with children between the ages of 3 to 11 and aims at improving the overall wellbeing of children through strengthening their psychosocial skills, all the while passing on effective methods and tools (games and creative activities) for working with children. This manual will help educators and caregivers establish safe and secure learning environments for children and includes practical guidance to develop and teach quality lessons with activities that encourage the well-being, participation and learning for all children in classroom.





The **first section** of the manual, building upon robust research findings, is an introduction to children's well-being and the role of school in promoting child and youth well-being. It highlights the importance of play in children's life, the role of stress and it provides key messages for designing a safe classroom that recognizes that crisis and adversity affect children's physical, emotional, social, cognitive, and spiritual development.

The **second section** comprises the method for implementing activities and games in the classroom that develop children's mental, psychosocial and physical skills. One can implement an activity freely, but it is HOW the activities are put in place, based on the methodological principles suggested in this manual, that makes a difference. This manual emphasizes that working with 'learning by doing' hugely increases the depth of learning.

The **third section** provides ALL necessary steps (1 to 6) that the teacher/educator need to take to establish a safe and secure classroom environment, develop nurturing and positive relationships with children and caregivers and reinforce children's learning across several key competencies. This section also offers practical guidance and tips for integrating the methodology in your everyday educational program. Read through all different steps and strategies for effectively supporting the well-being of children in your class and particularly children who have experienced or are at risk of experiencing severe adversity.

Finally, the last component of the present manual is a bank of 70 activities and games that encourage children to be active, cooperative, and creative. The games and activities can be adapted according to the age and size of each classroom. All activities and games promote and strengthen specific competencies in children, namely **brain development, emotion regulation, positive social skills, conflict resolution, perseverance, physical skills, and mindfulness.**

We wish you a lot of fun, many new discoveries, learning and discussions through these activities along with your young students!





Introduction to student well-being

Promoting holistic development

Child well-being means being safe from abuse, exploitation, neglect, and violence, and being healthy, psychologically, emotionally, socially, cognitively, and physically.

Schools and teachers have been shown to play an important role in promoting child and youth well-being. This approach focuses on expanding and supporting the positive role that teachers can play in making and maintaining emotionally safe learning spaces, particularly in crises, in which all children can recover, grow, and develop. The approach addresses ways in which teachers can strengthen students' sense of control, sense of belonging, feelings of self-worth, positive peer and teacher/educator relationships, and intellectual stimulation, all of which contribute to students' overall well-being.

Building an intellectually stimulating environment helps students feel that they are learning competently. UNICEF² has identified the importance of providing students with “intellectual and emotional stimulation through structured group activities such as play, sports, drawing, drama and story-telling; and providing the opportunity for expression” to support healing through cultivating a sense of a purpose, self-esteem, and identity. Neurological research shows that intellectually stimulating environments lead to neuronal development and increased learning. This, in turn, positively affects cognitive, social, and emotional growth. Engaging students' interest through academic material and teaching to a student's learning style will likely induce positive emotions. This allows information to pass more quickly through affective filters, aiding robust patterning and long-term memory retention. This also increases the probability that the information will reach the frontal lobe where the strongest cognitive processes occur. This is more likely to occur when students are engaged in active learning, meaning they are actively engaged in the lesson using higher cognitive processes instead of passively listening to a lecture. Research indicates that students engaged in active learning activities have more conceptual learning gains, intrinsic motivation to learn, and participation in the environment than students engaged in passive activities.

Promoting Holistic Development

The focus on holistic development recognizes the multiple needs of the child including nutrition, health, nurturing relationships, communication, play and appropriate learning activities. Addressing these multiple needs strengthens the three key inter-related domains of child development: **physical, cognitive and socio emotional**. Development in one domain influences development in the other domains, like gears in a motor.

Physical development refers to the child's sensory and motor functions, including gross motor skills, or large movements of the arms, legs, or entire body (such as walking or kicking); fine motor skills, or

² UNICEF. 2009. *The Psychosocial Care and Protection of Children in Emergencies: Teacher Training Manual*.





the coordination of hands, fingers, and eyes (such as holding a pencil or writing); visual function (sight); auditory function (hearing); tactile system (touch); and balance.

Cognitive development refers to the thought processes involved in memory, intelligence, problem solving, and decision-making. Language development is also considered to be part of cognitive development, although strongly related to physical and socio-emotional development. For example, physical abilities of hearing, vocal cord development, and fine motor skills influence language acquisition, as does the socio-emotional use of language as a form of communication and self-expression.

Socio-emotional development refers the child's ability to identify and understand his or her own feelings and build and maintain healthy relationships with others. This involves self-control, the ability to regulate behaviours and expressions of emotion, the ability to accurately read and comprehend emotional states in others, and to develop empathy for others.

Physical

- Growth (height, weight)
- Gross motor skills (walking, jumping) and fine motor skills (tracing, holding a writing tool)
- Coordination and balance
- Sensory functions (hearing, seeing, touching, taste, etc.)

Cognitive

- Memory
- Problem-solving
- Decision-making
- Pre-mathematical skills (locating items in space, understanding the concepts of full and empty, sorting items, ordering items, comparing items)
- Language skills (developing vocabulary, segmenting, and manipulating sounds)

Socio-Emotional

- Identification of feelings (I'm sad, I'm happy I'm afraid, etc.)
- Empathy and responding to the emotions of others
- Ability to calm down, regulate emotions
- Playing games (learning how to wait for her, his turn, learning to negotiate rules, cooperation etc.)
- Connections and relationships with families friends, schools, cultures
- Self-esteem (feeling of importance, pride and confidence)





While the skills listed above within the three key inter-related domains of child development are critical, they do NOT specifically address all the important skills that children will learn in the school classroom. Concepts such as morality, spirituality, creativity, artistic expression, and other concepts that are core parts of the school curriculum often relate to ALL these domains.

Remember!



Educators/teachers can promote holistic development by incorporating aspects of each domain into activities and lesson plans. In fact, some of the most effective school activities draw from ALL these domains at the same time. Think of a group of children taking turns and playing a jump-rope game. They are using cognitive skills (language for singing a song, counting, etc.), socio-emotional skills (taking turns, following rules, interacting with friends), and physical skills (jumping and hand-eye coordination).

Adverse Childhood Experiences and Toxic Stress

Toxic stress response can occur when a child experiences strong, frequent, and/or prolonged adversity – such as physical or emotional abuse, chronic neglect, caregiver substance abuse or mental illness, exposure to violence, and/or the accumulated burdens of family economic hardship – without adequate adult support. This kind of prolonged activation of the stress response systems can disrupt the development of brain architecture and other organ systems and increase the risk for stress-related disease and cognitive impairment, well into the adult years.

According to recent statistical evidence stemming from one of the largest child protection services in Greece, the Smile of the Child, in 2020 more than 2000 cases of ACE were reported for children aged 0 to 18³. Furthermore, approximately 31,000 displaced children face a number of stressors and have reduced access to services in Greece⁴. A high number of school-aged refugee children affected by conflict and displacement are particularly vulnerable to toxic stress.

An educator/teacher can play an important role by providing a consistent and protective environment. Research shows that cognitive stimulation, responsive care, and nurturing relationships can reduce the negative effects of stress and contribute to healthy brain development even in times of stress at home or in the community. Understanding the negative impact of stress, educators should work to create a safe, calm, consistent and supportive environment in the classroom. Supportive classrooms are grounded in the understanding that children who have experienced conflict and crisis require extra support. This manual will provide strategies to support educators and caregivers in establishing positive environments for young children to thrive.

³ Panhellenic Statistics (2020) Child Abuse Reports. Smile of the Child. Available at: https://www.hamogelo.gr/media/uploads_file/2020/07/22/p1edqpe6qv1eek171p19r6v0tm3qr.pdf

⁴ Finding solutions to Greece's refugee education crisis (2020). A Their world Report. Available at: <https://reliefweb.int/sites/reliefweb.int/files/resources/RefugeeEducation-Report-240420-2.pdf>



Toxic Stress in Children

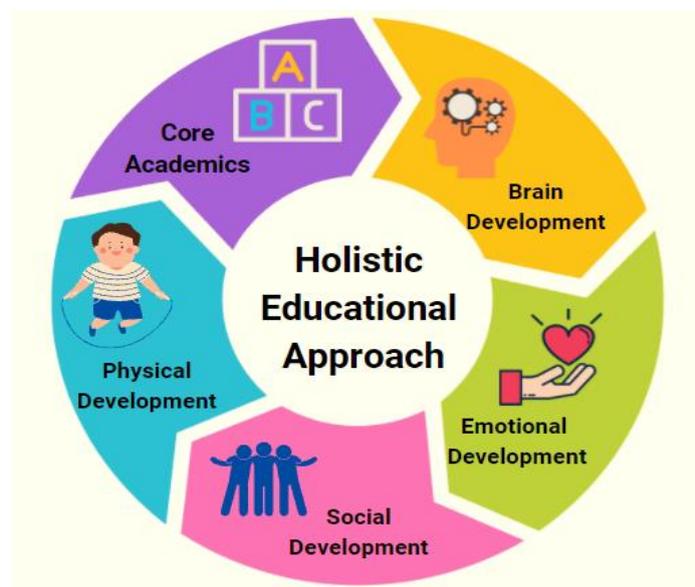
Experiences that repeatedly produce high levels of stress for the child can damage brain development. This includes

- when the child lives in a prolonged stressful environment (poverty, hunger).
- when a child is a victim of or witness to violence.
- when a child is victim of neglect (child does not have a consistent, adult caregiver who is able- to respond to the child's needs and provide responsive, nurturing care).

In times of crises or conflict, the child's environment in the home and community can cause the child to experience prolonged stress. Stress has a destructive effect on brain development by disrupting the creation of synapses and destroying some of them, which can have long-term effects on learning and behaviour.

The classroom

A classroom that supports children's well-being needs to be safe, inclusive, and protective. At the start of, during, and after a crisis, children need a safe space to play, learn, and grow. Design your classroom to strengthen the role in **promoting the well-being of children**. First and foremost, **all children are welcomed and supported**, regardless of gender, disability, nationality, religion, ethnic identity, or interests. This also means that regardless of the parents' socio-economic level, background or personality, the children should be given equal opportunity to play and learn. At the same time, this approach recognizes that crisis and displacement affect children's physical, emotional, social, cognitive, and spiritual development, and increase the risk of abuse and exploitation, even in schools. This manual provides guidance and strategies to mitigate these risks.





Key Messages for Classrooms

Through practicing the techniques described in this manual and in the training materials, educators will promote classrooms and learning activities that are:

Child-centred: The adults in the classroom should not always play the leading role – they are the facilitators who provide play-based activities that lead children to learning. Allowing children to make choices is important for them to gain a sense of self-worth and to pursue their individual interests. There should be opportunities for children to engage in play-based activities either alone or in small groups, guided by an adult or self-guided. This keeps the children at the centre of their own learning.

Play-based: Play is the work of children. Through active experimentation, and fun and engaging activities, children learn and gain important skills that serve as the foundation for future learning and behaviour. Educators and facilitators will learn to support different types of play including physical play, play with objects, symbolic play, socio-dramatic play and play with rules.

Experiential and active: Children learn with all their senses. Sitting at a table or desk for more than 10-15 minutes at a time is not conducive to learning in early childhood. The recommended activities also take advantage of outdoor spaces, where available, and provides suggestions for the variation of the arrangement of the class (sitting at a table, standing in a circle, sitting in a circle on the floor) to keep children engaged.

Relevant and practical: It is important that learning represents the realities of life experienced by the children in the class. Educators and facilitators should try to include examples and activities that children will be familiar with from their daily lives. This can include bringing in objects or materials that are recognizable and familiar to children from their homes or local markets.

Independent and self-directed: Children learn best when they try things themselves, do something wrong, reflect, and are encouraged to restart and try again. It is important that children have opportunities to learn for themselves. This means that the educator should allow children to create their own work and even make mistakes as it is part of their learning process.

Adaptable to different ways of learning: Children learn best in different ways. Some children learn best through seeing things, others through doing things themselves, others from hearing, etc.

From the “known” to the “new”: Learning should be introduced using something that children already know, then the educator can connect that to the new activity/skill. This builds children’s trust and confidence in their knowledge. This is especially important for the linguistic, literacy, mathematical, scientific, and socio-emotional concepts, as children’s learning outcomes can be enhanced by building upon the known in order to introduce new concepts.

The educators/teachers can use techniques promoted in this manual to...

Create a peaceful classroom environment: it is important to develop a calming, peaceful and predictable classroom environment. Children feel safe when they know where classroom materials and their own personal items belong and when the educators/teachers showcase children’s work on the classroom walls. While teachers/educators and facilitators are encouraged to be creative in developing colourful, engaging materials, they should also keep in mind that children who have





experienced stress and adversity may be **hypersensitive to over-stimulation**, which can affect their ability to focus and develop critical self-regulation skills.

Be respectful of the child's learning and personal development: Each child's unique inherited and learned traits shape his or her behaviours and ability to learn. While some children may seem like they are unable to behave or learn in a classroom, it is important to be patient and try to understand the perspective of the child. Skilled educators/teachers are able to identify children who require additional support to help them feel comfortable and secure, and to identify strategies to help them learn. Often this is a long process of trying new strategies, reflecting on progress, and adjusting or adapting new strategies.

Remember!

Children should have...

Freedom of movement: When possible, it is important to give children the freedom to move around the classroom and explore.

Freedom of choice: When possible, it is important to let children choose their activities to develop independence.

Feelings of safety and support: Children should always feel safe and supported in the classroom.



Teacher/educator guidance & tips

To demonstrate the importance of sensitivity in delivering activities and games to children, teachers/educators should consider the types of sensitivity that need to specifically be addressed. Social, emotional, and physical learning is important because it helps children cope with traumatic experiences, get along with others, and succeed in life. The teacher/educator should be sensitive to the identity, abilities, and experiences of the children. Suggested practices for each of these aspects are provided below:

Identity

- Be aware if children from certain backgrounds are marginalized and prevent discrimination from occurring inside the classroom by promoting an equal environment.
- Do not tolerate teasing or bullying among children because of differences.
- Do not favour one group over others.
- Stop discrimination/comparisons immediately.
- Use your best judgment – do not put children from different groups in pairs early in the intervention. Later it should be easier as the children get to know each other.
- Adjust activities to address gender dynamics, like making sure there is no physical contact; split the class by boys and girls or adapt any discussion that involve parts of the body, etc.

Abilities

- Encourage an accepting environment where all children feel they have a safe space.
- Adjust activities so all children, regardless of disability, can participate.
- It is important to be inclusive of all children no matter their abilities.





Experiences

- Be cautious and learn about any experiences/major events the children in your classroom have endured
- Do not put additional pressure on children to answer questions.
- If a child gets upset while the other children are occupied or during a quiet time, go over to the child and ask if they are okay. If it is not serious, calm them down and provide support.
- If a child experiences severe emotional distress, refer him or her to the appropriate services.
- Be aware of how children will perceive other children who are expressing distress. Do not allow them to judge and create a “culture of acceptance “of sharing such emotions.

Importance of play

Playing being a privileged mean of communication of children, it allows them to externalise their emotions and constitutes an ideal means for initiating discussions focused on themes that can be sometimes sensitive. It is up to the teacher/educator to evaluate the need or not to approach certain subjects with the children, and to choose the appropriate moment. **Suggestions are made in this manual, at the end of every game in the part ‘Links with child protection’, for dealing with topics such as personal safety or strategies and behaviour that evaluate and manage personal risks, also called self-protective behaviour.** The following themes can therefore be approached with the children thanks to questions suggested directly after the game. Integrating these topics is fundamental to child protection and goes beyond practical and basic information such as health, hygiene, or nutrition.

As described above, playing is fundamental for staying healthy, as well as for promoting the well-being and development of children. Certain immediate benefits that are already recognised are, the fact of “providing important physical exercise that develops endurance, control of body movement and perceptual-motor integration; testing aspects of the environment to deduce their value; establishing social roles and alliances that may contribute to current survival; enhancing psychological and physiological well-being and resilience”⁵. Beyond the topics exposed in the study on the children's right to play, playing allows children to develop a certain number of life skills for better protecting themselves. Better self-confidence and self-knowledge help them assert themselves, be more responsible, make choices, make decisions, evaluate when people are safe or not, etc.

“Playing with others requires constant maintenance, reading and differentiating the intentions of others and adjusting behaviours in response. It is evident that these interrelated components enhance children’s repertoire of social, emotional and cognitive abilities”⁶.

Playing therefore allows general skills (mental, emotional, and physical) to be developed which helps to acquire or modify certain attitudes and behaviours in order to improve the capacity of long-term resilience: self-esteem, self-confidence, feeling of security, cohesion in a group, etc. Playing is also a mechanism of survival and protection, because while children play, they create their own well-being, according to Bradshaw et al. 2007⁷. Indeed, through playing, children externalise their impulses and

⁵ Burghardt, G. M (2005). *The Genesis of animal play: Testing the limits*. Cambridge, MA: MIT Press.

⁶ Pellis, S. and Pellis, V. (2009). *The Playful Brain: Venturing to the Limits of Neuroscience*. Oxford: One world Publications.

⁷Bradshaw, J., Hoelscher, P. and Richardson, D. (2007). *An index of child well-being in the European Union*. Social Indicators Research 80: 133–177.





inner world in a safe environment that helps them to reconstruct themselves and develop their resilience.





The Method

Learning by experience in three phases

There are main differences between the traditional way of teaching, based on imparting information, and the empirical way which allows the participants to work out the theory from practical experience. It is not learning in a school sense but rather a process of transformation.



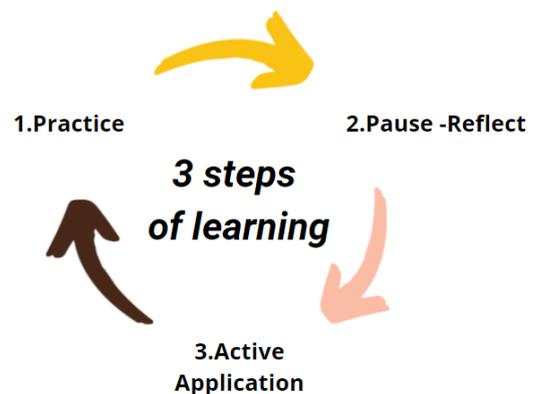
This method is used when you opt for an activity, or a game provided in the bank of activities/games in this manual. However, you may apply this method for your own activities and games in the classroom and follow the steps provided. This “three phases method” brings changes in attitudes and abilities to enable teachers/educators working with children to experience and learn how to accompany their development and how to allow them to expand their own resources. To reach a certain number of inner changes, we use **a specific method which draws its inspiration from the theory of ‘learning by experience’**.

We have simplified the concept developed by Kolb in the adjacent diagram:

Phase 1: First practical experience (practice). After getting instructions (short and clear), the children discover and experience a new game.

Phase 2: Pause for discussion and feedback (analysis of what has happened and synthesis of improvements to be made). After some time, the teacher/educator stops the game, gets the children together and asks them if there were any difficulties (of understanding, technical, relational) or suggestions on how it could be improved.

Phase 3: Second active experience (application and improvement). The children experience the game a second time, more consciously, as their attention has been drawn to some important elements. It is at this moment that true learning takes place, and the quality of the game or activity improves. Verbalizing the experience brings a part of the rational (head) into a kinesthetic (body) and emotional (heart) experience, enabling a conscious improvement of actions and behaviors.



- Active participation of children is essential in this method of learning. Everything comes from them and goes back to them, thanks to the mediation of the educator/teacher.
- This cycle can be repeated as often as wished, with several pauses for feedback, until the objectives are achieved, and the desired behaviours reached.





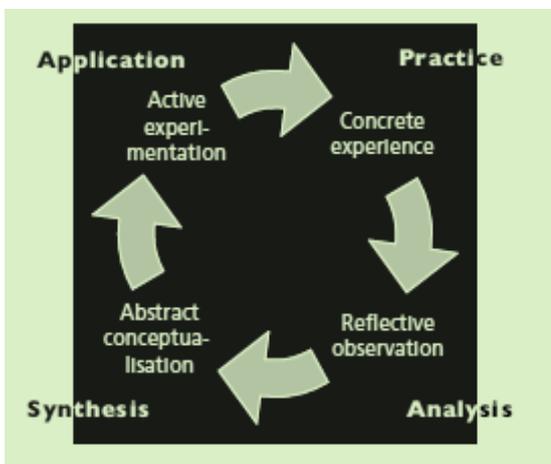
- This method requires that the educator/teacher does not play with the children, but remains outside the game, to maintain a certain distance and observe the game's progress and the children's behaviours.

In some more detail

▪ Planning (before)

The preparation time is invaluable for guaranteeing the quality of the work done with the children. Planning is a central tool for considering the goals one wishes to reach, how one can reach them, with which activities and how to evaluate the result intended. In the case of regular activities with a group of children, the teacher/educators must be clear about whether their aim is psychosocial or recreational. If they decide not to set goals and want to let the children play or create 'just for fun', then they should be aware that they are not talking of activities with a psychosocial aim, even if we know that pleasure and delight have in themselves a beneficial impact on a child's wellbeing. However, if the objectives are to be psychosocial, the teacher/educators have to take time to think about the following points: where do they want to take their group; which skills and behaviour do they want to see developed in the children according to their specific needs; which lessons do they want the group to learn?

A plan may have to undergo adjustments during a session. The teacher/educators' ability to adapt, adjust and modify according to what they see, and feel is as important as anticipating and planning. Knowing how to improvise can also be very useful in case of unforeseen weather conditions missing equipment, other unexpected situation, or when the size of the group varies unexpectedly.



▪ Preparation

The equipment required depends on the activities planned. It can be frustrating for the participants if something is missing. It may lead to the loss of concentration and make it difficult to recapture their attention again, especially when dealing with children.

▪ First experimentation – implementation (during)

After giving instructions (clear and concise), the children discover and try out the game.

▪ Follow-up

After enough time playing, the teacher/educator stops the game, brings the children together in a circle and asks them what they found difficult and how they can improve the quality of the game. Suggestions are given for precise corrections and improvements. The teacher/educator highlights important points corresponding to the objectives (such as honesty, better communication, etc.) and starts the game again.





- **Second experimentation**

Children try out the game a second time, more consciously this time because they have been made aware of certain important elements.

- **Assessment (after)**

The children talk about this second experience and their learning falls into place. The teacher/educator pays attention to what happened during the game in terms of relationships and discusses what he saw through questions and answers. These pauses for feedback can take place as often as necessary or over several days, until the set objective is achieved, and the sought-after behaviour is obtained. Repetition of the same activity or game is never boring for children; it is in fact a key part of the learning process. The objective must be precise, and the game must be adapted to the children's level (progress and variation of the game).

Tips for teachers

- For creative activities, it is important to have as much available materials as possible: from newspapers and magazines, to recycled objects, as well as paint, pencils, colour pens etc.
- The content of a session is determined by the target group, the objectives, the time, and the equipment available.
- Include demonstrations in addition to instructions for children that do not understand the language. Teaching children the language they will need through images to participate in the game will further improve their linguistic abilities and boost their confidence.



Remember!

Prior to engaging in activities and games with the students, it is deemed essential to build an environment of trust and safety. To do so we are suggesting reading carefully and following the next steps. Make sure that you take advantage of the tips provided in each step!





STEP 1

Creating the right environment & conditions

Children learn through interacting with the people and things around them. Teachers can set up their classrooms in a way that promotes learning for young children by providing many different opportunities for children to play and explore together.



The Physical Space

The classroom should always be a space that supports children's well-being – it is safe, bright, welcoming, and interactive, with room for everyone to learn and play together!

Creating a Safe Classroom

- Post class rules clearly and in large print. Include an image next to each rule to remind children what it looks like to follow the rules.
- Classrooms located on a ground floor and with no steps are safer and more accessible for all children. If steps are unavoidable, ensure that portable or fixed ramps and child-sized handrails are available. Accessible spaces are safer for all children and adults!
- Look around the room for sharp edges or corners, particularly those that could be at the children's level (near the ground). Eliminate or cover those sharp edges or corners that may be dangerous for young children.
- Inspect furniture and bins to make sure no screws or fasteners are sticking out.
- Regularly check the classroom for broken items, which can be sharp and/or dangerous.
- Tide up the classroom at the end of each day to ensure children do not trip on loose item (this can become a participatory activity with the children and added in the daily routines).
- Clean up spills quickly.
- Do not leave dangerous or non-sanitary items where children could touch them or put them in their mouths.
- Arrange the classroom in a way that allows you to see all children all the time. This means keeping the space open and not creating areas where children will be hidden by bins, tables, or chairs.
- Always know where to find the first aid kit.

Print Rich Environment for younger ages

A print rich environment is a space where children have many opportunities to see and learn about text. We can prepare children to learn to read, write, and understand language by exposing them to printed material in different ways. Though children might not be ready to read the text in the environment themselves, they will learn through observation that language is represented by letters





and words. Even in late childhood, it is important for the classroom to be “print rich”. For example, you may reinforce the similarities between students by making a large wall chart or individual shapes on which students list some of their favourite things (food, hobby, TV program, etc.). This will show students what they have in common and can be a resource for future activities.

Circle area, Learning Centres & Peace corner

The Circle Area is where the class can start and end each day. It is a welcoming, comfortable space where the children can sing, speak, move, and interact as a classroom community. The Circle Area can be used for greeting children, teaching new concepts, reading stories aloud, and leading other whole-class activities. At the end of the day, you can use the Circle Area to congratulate children on their successes, address challenges, and end the school day with a positive goodbye. The Circle Area is a very important place in the class for children at any age and it is not hard to create! The Circle Area should be:

- Large enough that the educators/teachers and all children can sit on the floor in a circle.
- Near a wall where materials can be posted at children’s eye-level (where they can easily see while sitting on the ground).
- Bright, colourful, and comfortable.
- Circle Area should never be used as storage or taken away.

The Circle Area should have at least:

- Class rules posted.
- Children’s names posted.

If there is a large classroom or an integration classroom, the educators/teachers might be able to set up **learning centres**. Learning centres are areas in the classroom that are set up for different types of activities. Children will have time to explore the learning centres every day and the activities in the learning centres will change periodically to ensure that children are practicing key skills for their level. There will be a time for children to choose one learning centre to visit and do a specifically planned activity, and a time for children to freely choose and move between learning centres as they wish. For instance, you may have a math centre, where children learn counting, grouping, patterns, shapes, and other early math skills. They also develop small motor skills, problem solving, and social relationships through working and sharing with others. Materials for the math centre can include abacus, found items that can be counted (e.g., buttons, beans) etc. Other centres that you can set up is an art centre, a literacy (e.g., books and writing goods), and an exploration centre (e.g. board games).

The **Peace Corner** is different from the other centres in the classroom. The peace corner is a small, quiet place where children can be alone, calm down, think about emotions, and rest. In the peace corner, children feel comfortable and protected. Teachers/educators need to have in mind that they would need to “educate” children on how to use the peace corner and what is its purpose. It is a great opportunity to teach children self-management techniques that they can use anytime they need a break. Children can choose to go to the peace corner at any time. The educator/teacher can also ask





a child to visit the peace corner if they think the child needs a break from the group. Younger children may find it difficult at first and they may require support.

There is no specified time that a child should stay in the peace corner. Furthermore, the peace corner should never be a consequence. It should always be a place for positivity and quiet thought. To set up a peace corner, one can: Choose a quiet corner of the room for the peace corner, clearly label the space as the peace corner, and make it a comfortable place for children to sit. Comfortable pillows, floor mat, plants, happy images etc. may be used.





STEP 2

Building a supporting and nurturing environment

Classrooms should be designed to provide a supportive, consistent, and nurturing environment for ALL children.

This requires special considerations to ensure that classrooms are protective and inclusive.

The atmosphere of the classroom

Protective and Safe Classrooms

- **All children have the right to protection from abuse and exploitation:** All classrooms should protect children from physical abuse (violent force such as hitting or slapping), emotional abuse (such as humiliation, intimidation, or shaming), sexual abuse (such as rape, sexual exploitation, or exposing children to pornographic materials), neglect (failing to provide for the child's developmental needs, or failing to provide safety and security), and exploitation (such as child labour).
- **Work with Child Protection Referral Systems:** Preschool educators, teachers and school administrators should work together with local child protection agencies and staff to establish referral systems for cases of suspected abuse or exploitation to ensure children receive appropriate support and care. Mapping of child protection referral systems should be an integral part of the establishment of any protective classroom.
- **Care for children separated from usual caregivers:** During situations of crisis, children may be separated from usual caregivers, which can be extremely stressful and damaging to their development. Educators/teachers should work with the caregivers of these children to ensure they are receiving support and guidance from child protection services and to discuss the developmental needs of young children.
- **Respect Confidentiality:** Confidentiality is the obligation that information about an individual disclosed in a relationship of trust will not be shared or made available to unauthorized persons without consent. This means that if a child shares a personal story of abuse with an adult in the class, the adult can only share it with the designated child protection official (e.g., the headteacher) who will provide support to the child. Other educators, parents, children, or community members should not be informed of the story of abuse.
- **Mandatory reporting:** Educators/teachers must be adhering to national and local standards of mandatory reporting for suspected cases or neglect and abuse. Headteachers, school psychologists and social workers should provide training and guidance on this.





Inclusive Classrooms

- **Meaningful participation:** The goal of inclusion is not just physically getting children with different backgrounds into general classrooms. The goal is rather to ensure that all children are learning and are encouraged to learn to their maximum potential. All children can learn and should benefit from early and late childhood development opportunities. It is essential that all strategies used in the classroom build upon this principle.
- **Children of all ethnic, religious, socio-economic, cultural backgrounds:** All children have a right to attend quality school programs, and it is the responsibility of educators/teachers, school administrators, community leaders, and parents/caregivers to ensure that all children are welcome and encouraged to attend. This requires understanding the various needs of children from diverse backgrounds. In order to ease the transition from the home to the classroom, the educator/teacher should use decorations, songs, and activities that reflect the diverse backgrounds of the children in the class.
- **Children with disabilities:** Children with disabilities should be welcomed into the classroom as part of the community, as they have the same needs as others – learning, being cared for, and playing. This requires using strategies to address the attitudinal, informational, and physical barriers they may face to access and participate in the classroom, developing a strong relationship with the child’s caregiver, and building on the child’s strengths to promote a sense of respect and appreciation for diversity so they can be supported in the class community. Educators/teachers can work with the caregiver, child, and peers to develop appropriate modifications to class activities to encourage the participation of children with disabilities.
- **Gender sensitivity:** In most of the world, girls and women face barriers and discrimination that have a large effect on their life outcomes. The educator/teacher should ensure that these discriminatory practices do not occur within the classroom. Class activities and games should not reinforce gender stereotypes (for example, allowing the girls to lead classroom clean-up without the equal participation of boys), and all children should be encouraged to express themselves freely, without naming activities as things that “girls” or “boys” do.
- **Linguistically responsive:** You may often find yourself teaching at least some children who speak a language other than the language of instruction. It is critical to develop a classroom that is more linguistically responsive and addressing the linguistic needs of children to feel a sense of belonging in the classroom and be able to participate in the games. For example, classrooms will be safer, and the print-richness of the environment enhanced if there are multilingual labels that ensure all kids and caregivers can recognize safety features; this also communicates that non-Greek speakers belong in the group.





Strategies for a supporting and nurturing environment

Offer Choice

In early and late childhood, children learn to be independent and are proud when they do things themselves. **When children feel a sense of pride in the class, they feel capable, knowledgeable, and hopeful.** When children face traumatic events, they may lose confidence to experiment and discover things for themselves. Feeling a sense of pride motivates children and instils in them a love of learning.

Giving children choices shows them that you trust them and increases their feelings of confidence and pride. Children should always know your expectations when they are making choices. That way, children can make the choice that will enable them to best meet expectations.

Quick Tips for teachers/educators

- Offer children different ways to practice skills (for example, “Would you like to read the paragraph or repeat the new words in the end?”).
- Use choice as a way to give positive discipline (for example, “I see that you’re having trouble keeping calm. Can you sit next to your friend and try to calm yourself or would you like to move to another seat?”).
- Ensure that the choices are appropriate for children’s age and capacities (for example, if a child must be accompanied to the toilet, do not give them the choice to go alone).

Use a variety of questioning techniques

Using different types of questions and tasks with individual children, in small groups, or with the whole group helps children feel engaged and enables the educator/teacher to effectively observe learning and engage all children. These techniques give everyone options to participate and help children feel like a valued part of the group. **Feeling like a part of a community makes children feel safe, supported, and well.** Creating an environment in which children feel compassion, feel included, and care about their peers will help them develop a sense of belonging in the class. The sense of belonging is a protection strategy for children to respond to stress and trauma.

Questioning Techniques

The use of questions in the classroom is a proven technique to promote active learning aimed at classroom interaction, i.e., authentic and dialectical communication (Jacobsen et al., 2009)⁸.

Using questions in class is a proven technique to promote active learning. Questions can direct students’ attention, provoke critical thinking processes, engage them in the lesson and encourage their participation, and support independent thinking.

⁸ Jacobsen, D. A, Eggen, P. D., & Kauchak, D. P. (2009). *Methods for Teaching*. Terjemahan Fawait, A. & Anam, K. Edisi ke-8. Yogyakarta: Pustaka Pelajar





Questions can be used before, during, and after a lesson. Questions which are presented before a lesson begins are a good tool to **introduce a topic** and make students think about what they will learn and how it is connected to what they already know. Questions during a lesson are important to **check for comprehension** and can be in the form of simple recall or critical thinking. Questions after lessons serve as **additional practice** in using the new information and skills. Teachers/educators should make questions clear, wait a few seconds with silence for students to give answers, and respond to answers in a constructive manner. There are various types of questions that teachers/ educators can use during instruction:

1. **Factual questions:** this is to check comprehension and basic memorization. An example is: "What is the atomic weight of hydrogen?"
2. **Clarification questions:** this is to give clarity to both students and the teacher. An example is: "What do you mean by...?" or "Can you give me an example?"
3. **Broadening questions:** this is to extend the scope of a student's answer. An example is: "Do you know any other types of ...?" or "How would this apply to a different character in the story?"
4. **Justifying questions:** this is to explore a student's reasoning and expand the thought process. An example is: "You said that you thinkis the most reasonable option. What are your reasons for this decision?"
5. **Hypothetical questions:** this is a way to understand students' understanding of more complex issues or to provoke a critical thinking process. Examples are "If you could solve one of the world's problems, what would it be and why?"
6. **Redirected questions:** When a student asks a question that you think is valuable for the class to ponder, redirect the question to all students. They should consider the question and come up with their own answer.

A few tips for teachers/ educators on effective questioning are:

- Phrase questions clearly and logically.
- Ask questions for a specific purpose.
- Allow 10 to 15" after asking a question before requesting a student's response.
- Encourage students to respond even if they are not sure and give constructive feedback.
- Recognize correct answers from students.
- Inquire about students' responses to help them clarify ideas and reasoning processes.
- Make conscious efforts to ask questions that require critical thinking processes.
- Call on all children equally.

A bit of fun for teachers / educators on effective questioning are:

- **Address to all:** Ask all children to respond to a question by raising their fingers (for example, "Is it sunny today?" The children put their thumbs up in the air for "yes" and thumbs down in the air for "no.")





- **Give children opportunities to share their work with others.** Turn and talk: Ask a question, then invite children to share their answers with a peer sitting near them.
- **Ask simple open questions.** These are questions that do not have a specific answer. They are usually questions with “how” or “why” (for example, “How do you feel today?” “Why do you feel that way?”).
- **Vary your techniques! Use techniques other than asking the children to repeat after you!**

Create and assign meaningful tasks

Another technique is to provide opportunities for students to meaningfully contribute to their classroom and school environment. **This promotes cooperation and a feeling of a class community, making students feel like valuable community resources.** You can provide fair, non-abusive, and appropriate tasks for children to do, that show that they are valued and supported members of the class. Furthermore, these tasks give children a positive outlet for their energy and help ensure that they have the guidance they need to keep following the class rules and routines.

One important element of sense of belonging is feeling that one is making a valued contribution to the classroom. Studies showed that the role of cooperation in classroom projects is strongly related to a sense of belonging. When students work together on a project or task, they feel that they can make meaningful contributions, which increases positive behaviour among peers and positive feelings.

Feeling a sense of belonging at school may be particularly important for children and youth affected by crises, as students can regain trust and the positive connections to their social groups and communities that may have been lost through experiences of displacement, disruption of social structures and violence. Creating an environment in which children experience compassion, caring, and inclusion will serve to rebuild a sense of belonging.

Class Helper

Each day, a child can be appointed as a **Class Helper**. This role will rotate to every child in the class so that everyone will have the opportunity to be the Class Helper. It is important that all students engage in the activity or are randomly assigned, and the activity is not discriminatory or used to reinforce gender stereotypes. The Class Helper will be announced at the start of the day. Then, the child will help the educator and the other children in the class throughout the day. This could include leading a chant, standing at the front of the line, or helping the educator with various small tasks. At the end of the day, the Class Helper will always have the opportunity to share a piece of her/his work that she/he is proud of. All children should have equal opportunities to be a Class Helper, including children with disabilities. Assigning tasks adequate to their communication and developmental skills will reinforce their self-esteem and encourage respect for them by others. Being a Class Helper gives children a sense of belonging by showing that they are valued, responsible, skilled, and supported in their class.

In addition to the Class Helper, meaningful tasks can be given to all children:

- Other opportunities can include tidying the classroom and helping the teacher/ educator with various tasks or improving the physical environment around the school or community through community beautification projects such as planting a small school garden or cleaning the school yard.





- Another opportunity is peer mentoring or cross-age tutoring, which is beneficial for both parties in developing a sense of belonging through bonding while also allowing students opportunities to refine social skills.
- Ways to assign tasks randomly are for the teacher/ educator to write down each student's name on a piece of paper and draw names out of a container or write down tasks on paper and have students choose these out of a container.
- To further enrich this experience, teachers/educators can lead discussions about the students' experiences and the results of their service.

Small Group Work

Group work is a great way to foster positive relationships between students while providing good learning opportunities. **Research shows that students learn and retain more information when working collaboratively in small group settings. Small groups with meaningful and engaging assignments, students become active learners, instead of passively taking in information.** Also, using group work encourages positive socialization and friendship amongst students while discouraging prejudice, discrimination, and exclusion. It provides students with opportunities to exchange ideas with each other, feel pride in accomplishing a challenging task together, and work with students of different backgrounds, ages, and genders.

Group work gives opportunities for weaker students to receive help and support from stronger students, as well as helps stronger students learn by explaining and teaching. It also allows students to engage in more challenging tasks that can be accomplished through team effort. Furthermore, group work can help students develop other important social skills, such as communication, problem-solving, leadership, empathy, and conflict resolution.

- Group work can be used during any point in a lesson to determine students' understanding of a topic, to allow time to practice new skills, or to simply change the pace.
- It is important that the group work process is planned, well-explained to the class, and at the appropriate level.
- The assignments should require **interdependence** so that all students are incentivized to participate in the group and to promote a sense of group cohesion through working together on a shared goal in a way that requires collaboration.
- The teacher/educator should observe groups to make sure they are on track and understand the task.
- At the end of the group work session, the teacher/educator should announce that time is up, and possibly allow groups to present their work as an opportunity to showcase their final product so they can celebrate their work as a whole class.

Quick Tips for teachers/ educators

- Ensure every member of the group is involved. This requires very clear guidelines and active engagement with all the groups during work time. Circulate around the room to check on the groups, ask/answer questions, and ensure all children are participating.
- Establish clear guidelines and give examples before the group work begins. This also includes modelling group behaviour and kindness in the whole class discussions – listening carefully, being respectful and encouraging, etc.





Divide children randomly into groups using playful strategies ex. A fun tip for dividing randomly in groups is to start naming each student by some fruit.

Building a predictive environment

It is important that children feel safe and protected. Having a set routine and knowing what is expected from them makes them feel stable and secure. A sense of control leads to a sense of stability and safety.

Co-creating Rules

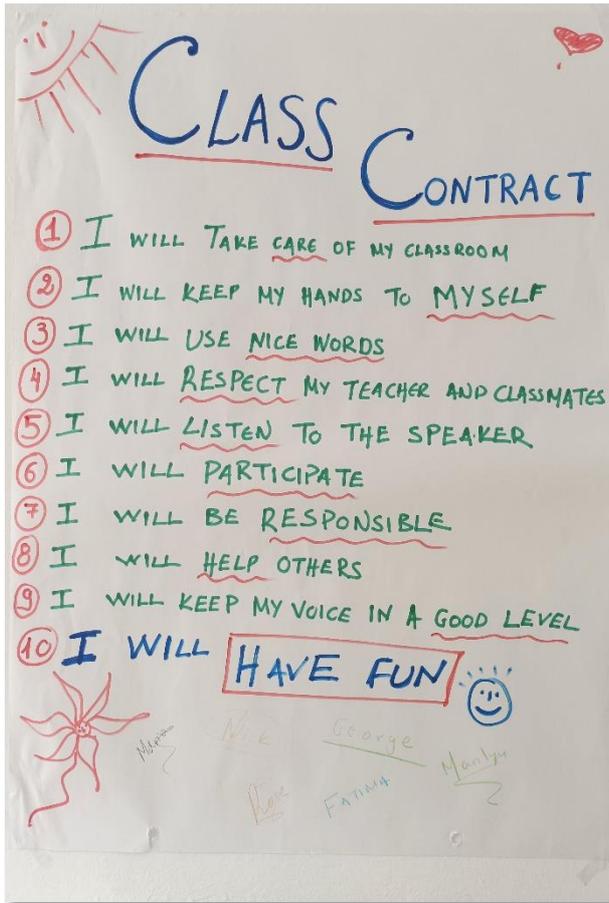
Engaging students in understanding and creating rules to govern classroom behaviour can support a sense of control and positive learning environment. Establishing clearly defined classroom rules compliment the class routines (see below), boosts the sense of stability and calmness of the atmosphere. Setting reasonable expectations is an important part of building children's sense of control and will help them understand acceptable behaviours in the classroom, as well as the consequences of unacceptable behaviours. Allowing children to participate in the creation of classroom rules empowers them to take ownership of their behaviours and the classroom environment. Creating classroom rules together with children also shows respect for them and their needs and develops a positive relationship between everyone in the class.

When students feel a sense of control at school, they feel a sense of stability. They feel safe and secure and know that nothing scary will occur. They feel that their day is predictable, and they know and understand what to expect, and what is expected from them. Feeling a sense of control may be particularly important for children and youth whose daily lives and sense of stability have been disrupted by displacement, chaos, and violence. Entering or returning to a supportive and structured school environment establishes a routine for students, and helps students feel that they have control over their day. When children affected by crisis gain a sense of control, it promotes their well-being and sense of hope for the future. It also allows children to engage in natural processes of resilience and healing.

Tips for teachers/educators

At the beginning of the school year, you can ask children to make suggestions for classroom rules in order to create the **Classroom Contract**. The Classroom Contract serves as a collaboratively created framework for behaviour expectations in the classroom. Key points for creating rules together:





1. Work with children to develop their own agreement, to set guidelines for how they want to work with each other.

2. You may need to prompt and guide with additional ideas.

3. The class should have no more than 10 rules.

4. Display rules with pictures and simple words in a place where children can see them easily.

5. Tell children what the consequences will be for breaking rules.

6. Frequently remind children of the rules they created together.

7. Always provide opportunities for children to practice the rules.

8. Demonstrate what it looks like to follow the rules and encourage children to demonstrate as well. Children learn by imitating you!

Establishing Routines

A classroom routine creates stability in a child's day. A schedule that is predictable coupled with a structured environment lends to a child's feeling of security and control. At the same time, the routines allow children to make some choices during each part of the day. Introducing and reviewing classroom routines should be a fun, enjoyable activity so that children feel ownership of their daily schedule and enjoy following along.

There are simple activities that can aid in establishing a routine such as greeting children by name in the morning as they enter school, going over the class schedule and lesson objectives each day, and beginning and ending each day in the same way, such as with a mindfulness exercise (see next section) or a brief class meeting to discuss what students have learned and upcoming topics. Also, offering positive messages at the very end of the day and telling students that you will be happy to see them tomorrow adds another positive element to the routine. For younger grades, this could be in the form of a song that has encouraging words.

Tips for teachers/educators

- Decide what routines you want the children to use every day and plan what they will look like. For example, ask yourself, how and where will children sit when we are all together in the Circle Area? Are there any other routines I want to put in place to make our class run more smoothly each day?



- At the start of the year, explicitly teach children each routine you want them to use every day: model the routine, tell children why the routine is important, and ask the children to practice the routine three times. Continue modelling and practicing each routine until it becomes automatic for them. This will take a while – and that’s ok!
- If a routine is going to change, inform children before the change and give them time to practice the new routine.
- Greet children using their names when they arrive to class.
- Set up a daily schedule and calendar and share it with children. Display the schedule with simple pictures and word and follow the schedule each day.
- Begin and end class on time.
- Make clear how what children are learning is connected to what they have learned previously.
- Begin and end class in the same way each day, with a welcome activity and a closing activity.





An example for setting up a classroom routine: The Parachute Activity

Parachute opening at the start of the day/before a specific activity



1. Have all the children stand in a circle.
2. Give children instructions for the Parachute Opening activity.
3. SAY >In the middle of the circle there is an imaginary folded parachute. Do you know what a parachute is? The parachute is our 'safe space'. Whatever happens when the parachute is open, is confidential. That means that it stays in our safe space. We do not judge or make fun of anyone in our safe space. This is a place where everyone is safe to feel and participate.
4. Since the parachute is folded, we need to open it. Come together to the centre, stand close. Everyone should grab one corner, then open it wide in a circle.
5. Each of us will pretend to have a different triangle with a different colour (or a shape, a gesture, an animal and so on). This colour represents how you feel today. Take a moment to think about what colour you have today. Then we will go around and share our colour.
6. Share your colour first, then have everyone share their colour.
7. SAY > Remember that the parachute is a safe space, where everything is confidential, and everyone is safe to feel and participate. The parachute stays open for the rest of the hour, day, or activity.

Remember!

Routines are not rigid structures that can never change. They should be flexible and responsive to the needs of the children. For example, if an activity is not working well, or if the children do not show interest, it is sometimes best to end the activity and transition to the next item in the schedule. For activities that are working well, it may also be appropriate to extend the time for that activity. Children should also be invited to make additional suggestions for activities or learning centres.

Repeat Information

Children are eager to learn but are still figuring out the best way to do so. When they hear, see, or do something many times, it becomes easier for them to remember in the future. For example, you may need to take a few minutes at the beginning of a group activity to review what was learned in the previous day's activity.





Remember!

Repeating is helpful for children. If they need something repeated, they should not be punished. It is a sign that they are working hard to process the information and are eager to succeed!

Repeating information by combining different means of communication (words, gestures, imitation, drawings, etc) will support all children to learn.

Be patient. Continue to explain how to listen and play together respectfully, and slowly children's listening skills will improve and the need to repeat will decrease.

Do not wait for children to ask you to repeat something. If you see a child struggling, they may just need a reminder of what to do.





STEP 3

Use positive discipline & appropriate consequences

Applying rules in a fair and consistent manner is an important element of fostering students' sense of control. It is essential that teachers clearly explain to students the structure of the discipline system and consequences of breaking rules.



By actively involving students in the creation of classroom rules, it will likely increase their adherence to the defined boundaries as they feel a sense of ownership and stronger incentive to cooperate. When students feel that they have a voice in the way the classroom is run, they are more likely to take responsibility for self-monitoring classroom behaviour. Another component is that disciplinary measures should be applied, and, in a manner, which prompts students to think about and learn from their mistakes.

Clearly identified consequences for behaviours or actions that are against the rules should be included in any guidelines for class management. For example, a teacher/educator or other staff member can meet with the student involved in a disruptive behaviour to discuss what the student felt before and during the incident, why they made specific choices, and alternative actions they could have chosen.

This awareness and consistency in application helps students know what to expect, thereby supporting a sense of control. It will also generally improve classroom management as students will understand why their cooperation is important and know the consequences for breaking rules. In addition to fair and consistent application, using **positive discipline** in place of traditional punishment methods promotes students' healthy psychosocial functioning.

Positive Discipline is used when children need a small reminder to follow the rules. It is a way to address misbehaviour that is infrequent and does not harm the child or their peers. Using positive discipline with fair consequences is a way to teach children appropriate classroom behaviour:

Research shows!

Harsh discipline, such as the use of corporal punishment is illegal and seldom leads to positive long-term changes in student behaviour and may decrease cognitive ability. Studies indicate that the use of corporal punishment is even associated with increasing levels of misconduct and conduct disorders as well as a decreased ability to develop and use rational problem-solving skills. It often leads to a decline in academic performance and social mental. Moreover, it does not teach students self-control or ways to improve future behaviour.

On the other hand, positive discipline supports the development of decision-making skills regarding choices about behaviours, evaluation of alternatives, and reflection on outcomes. It involves elements of student self-control, positive reinforcement through teacher/educator praise and other rewards/privileges, fair discipline, rule development, and group spirit. The final product should be a





positive classroom environment that fosters students' sense of control through establishing predictable rules and consequences for various behaviours which are taught, practiced, regularly reviewed, and monitored, so students are aware of potential consequences and are able to regulate their behaviour to avoid them.

Techniques for teachers/educators

- **Ignoring** – Sometimes, children misbehave to gain attention from adults or other children in the class. If the behaviour is not dangerous or highly disruptive for the child or others, you can ignore it to show the child that what he/she is doing is not acceptable. In case this is not successful you can choose one of the following techniques accordingly.
- **Redirection** – When you show children a positive alternative to their negative behaviour, you redirect them towards meeting your behavioural expectations.
- **Help the child choose another behaviour privately** – this may be done with small, respectful reminders (for example, crouch next to the child and whisper a suggestion for better behaviour). Because most children are often spoken to in a loud voice, whispering will get their attention.
- **Help the child choose another behaviour by highlighting positive behaviour in the class** – this may be done by announcing behaviour you see that meets expectations (for example, tell the class “I love seeing children sitting with their hands in their laps!”). This does NOT mean that you point out specific children who are showing positive or negative behaviour. Instead, it is a way to remind children of your expectations and encourage children to evaluate their behaviour to find out whether they are meeting expectations.
- **Respect the child** – Put yourself in the mind of the child to determine why the child might be behaving negatively. Find friendly ways to talk to the child about the negative behaviour by keeping the attention on the changing the behaviour, not criticizing the child. This can be done by using “I” statements instead of “you” statements.

Tips for teachers / educators

- Example of redirection: “I wonder if you can raise your hand and then stay quiet until your name is called? That’s good – you remembered the rule about raising your hand!”
- Don’t forget to praise the child when she/he changes her/his negative behaviour to positive behaviour!
- Use Facial Expressions and Body Language – Your expressions and body language can tell children that you dislike their behaviour.
- Show disappointment, sadness, or concern on your face. Sometimes, young children do not yet have the oral language skills to talk about feelings. Showing your feelings physically will help them understand your expectations.
- If the child’s behaviour is minor and not dangerous, ignore the behaviour. Often, children act inappropriately to get attention. If they do not get attention, they may stop the behaviour.
- Sit or crouch at the child’s level. This will show the child that you respect them and help them focus on your direction and expectations.
- Understand that accidents happen – As children learn how to behave in a classroom setting, they almost certainly will make mistakes. These mistakes or accidents are not intentional, and it is not fair to punish children for them. If a child accidentally breaks something or bumps





another child, do not punish the child for the accident. Instead, talk to the child about what behaviour led to the accident and suggest how the child could change that behaviour in the future.

- Comfort the child by saying that everyone makes mistakes sometimes.
- Ask the child what led to the mistake. Then ask, “What can we do next time to avoid doing this again?”
- If the child accidentally has a negative interaction with a peer (such as bumping or stepping on the peer’s foot), ask the child if he meant to hurt his friend. If it was an accident, the answer will be “no.” Then, you can encourage the child to say “sorry” and think about how that mistake can be avoided in the future.

Appropriate Consequences

Appropriate consequences are used ONLY when the child’s behaviour is unsafe or unchanged after you have tried positive discipline techniques. It is important to use appropriate consequences together with positive discipline to help children learn why their behaviour is negative and how to choose positive behaviour in the future. Appropriate consequences for negative behaviour teach children what positive behaviour you expect. Violent or unsafe consequences do not work long-term. They increase children’s stress and diminish their well-being.

Techniques for teachers / educators

Gather a Team – When you develop strong relationships with the caregivers in a child’s life, you create a team of adults that are ready to help each other support positive behavioural development in the child and address misbehaviour.

When challenging behaviours emerge, request to meet with the caregivers and other adults close to the child (if appropriate right away). This is not to encourage the caregivers to punish to child. Rather, it is to discuss the potential reasons for the behaviour and plan for how it will be addressed, both in the classroom and at home. When all the adults in a child’s life agree about what positive behaviours they want to see and how they will treat negative behaviours, the child feels supported, learns faster and is not confused by mixed messages.

Regularly check in with your team. Communicating regularly and positively with caregivers and other adults close to the child is key to addressing negative behaviour and encouraging positive, longer-term behaviour. The frequency of the meetings is at the discretion of the team but should be at least quarterly so that everyone is updated on the child’s progress.

Logical Consequences – Consequences should be learning experiences for children. In order for children to learn positive behaviours, they must see the natural effects of their negative behaviours. Understanding this cause-and-effect relationship is key to changing behaviour. For example, if the child breaks a class material on purpose (meaning it was not by accident), prohibit the child from using that material for the rest of the activity. Be cautious with this consequence: Do not prohibit the use of the material longer than the activity duration, the child will focus more on their anger rather than the lesson the consequence was supposed to teach.





The following consequence should be a last resort. Use this consequence only in serious cases, in response to a dangerous or violent situation such as biting, beating, or voluntarily destroying something. If used too frequently, this consequence loses its effectiveness, and the children miss valuable learning time.

Pause Time – Sometimes, a child may need to take a break from a situation in order to calm down and change their behaviour. This does not mean that you should banish the child from the classroom. Instead, you should say, “It seems like you need to pause for a minute away from the group so that you can calm down and remember how we behave in class. Can you please come sit quietly on this chair or pillow for three minutes?”

Explain to the child why she/he needs a pause. Tell the child how long she/he will stay there quietly. Generally, a 3-year-old should pause for 3 minutes, a 4-year-old should pause for 4 minutes, and a 5-year-old should pause for 5 minutes. If you have a timer on your phone, use it so that the child knows you are aware of the time. When time is up, re-explain to the child why she/he was in pause time and praise her/him for sitting quietly and respectfully.





STEP 4

Establish nurturing and responsive relationships with children and their caregivers

Positive social relationships are an essential component of child well-being. When students have positive peer and teacher/educator relationships at school, they feel valued, listened to, cared for, loved, appreciated, and emotionally supported.



Opportunities for positive interactions

Healthy relationships are incredibly important for socio-emotional development in early and late childhood. When children have developed positive relationships with their peers and adults, they feel valued, listened to, supported, loved, and appreciated. This is particularly important for children affected by crises. Having supportive relationships with peers and teachers/educators may be particularly important for helping crisis-affected children cope and bounce back after exposure to trauma. For a child in need of healthy attachment, establishing supportive relationships with caring adults is essential to helping them regain a sense of trust, safety, and security. Since children learn by imitating the adults and peers in their lives, having positive social relationships is essential to their healthy development.

To promote healthy relationships between educators and children and between children themselves, educators should treat all children fairly, regardless of their gender, background, faith, or interests. Educators should listen to what children say, demonstrate patience, and show empathy to all children. This is a model for the positive behaviour we would like to see from the children themselves.

Tips for teachers / educators

- Greet each child by name when entering the class every day; particularly for children who have already experienced trauma, it is important to ensure that you have at least one individual positive interaction with each child every day
- Positive interactions can be as small as a kind word, or as large as personal help with a task
- Bend down to be face-to-face when talking to children
- Ask permission before guiding a child (this applies particularly to children with disabilities – it is important to always ask permission before guiding or touching an assistive device, such as a wheelchair or white cane)
- Use a positive voice and speak with respect
- Notice when a child is showing a positive behaviour or has successfully completed a task. Tell the child individually that you are proud of them or tell the whole class and allow the other children to share congratulations, too.





Remember!



If a child in your class has experienced more negative experiences than positive ones, they will not enter the room with an open heart and mind and may come to develop a negative view of learning. When you prioritize positive interactions with children, you develop a trusting relationship with them and they will come into the learning environment excited, expecting yet another positive day. This foundation of trust and positivity contributes greatly to your ability to teach and manage young children.

Model Positive Behaviour

Children learn behaviour through imitation. When you treat children with respect, communicate positively, and use classroom materials appropriately, children will do the same. Maintaining a positive tone and developing positive social relationships with children helps them build positive social relationships with each other and also support children's sense of control, pride, and belonging.

Tips for teachers /educators

To model positive behaviour, educators can...

SAY

- "I see that you are frustrated."
- "It was nice to see you helping your friend with her work. Now, I'd like you to focus on your own work."
- "I see this puzzle is interesting for you. I think you can finish it before the end of Centre Time! Can you show me how you can finish the puzzle?"

DO NOT SAY

- " Stop crying!"
- "What are you doing? Leave her alone."
- "I'm fed up. You never finish your work. If you don't finish, you cannot participate in our game."

Speak with Respect

Even though they are young, children are very perceptive and learn first by mimicking what they see adults do. If you speak to children in your class or other adults with a negative tone of voice or demand things from them rather than ask politely, children will begin speaking to you and their peers in the same way. Furthermore, being treated with respect by the adults in their lives gives children a sense of belonging and control and develops trust.

Tips for teachers / educators

- Always use kind and supportive language when talking with children, even if they have misbehaved.
- Do not raise your voice or use other tactics to intimidate children. Intimidation is not respectful.





- Phrase requests as a question instead of a demand: “Can you please give me the marker?” instead of “Give me the marker!”
- Regularly use “please” and “thank you” when talking with children and adults in the classroom.
- Give children alternative phrasing: If a child demands a snack, say “In this class, we speak to each other with respect. Can you say, ‘please may I have a snack’ instead?”

Give Praise

Strategically praising students is linked to improving a student’s view of his or her own intelligence, motivation, and self-worth. Using this technique has also been proven to increase positive behaviours and boost academic achievement. Praising students can make them feel good about their intelligence and abilities and show them that their teacher/educator recognizes and values these attributes.

Praise can be used for a wide range of behaviours and attitudes that extend beyond the quality of students’ work. It is important to note that a classroom can weaken self-worth by making children feel ashamed, criticized, bullied, disregarded as having unimportant opinions, or discriminated against. To avoid this, a teacher/ educator can praise students for positive behaviour, effort, hard work, and improvement even when correcting or assisting a student. This allows teachers/educators to promote students’ self-worth even if students are struggling in class or do not have the right answer, by acknowledging what the student is doing well. It also encourages students to take risks in participating in class activities without fearing failure. Using positive language with children and verbally expressing your appreciation for them builds children’s self-esteem and tells them that they are important parts of the classroom community. It also makes them feel supported and willing to try new things.

Tips for teachers / educators

- Ways to praise improvement or effort can take the **form of statements** such as, “I can see the progress you’ve made” or “You have really been practicing hard”.
- In increasing positive contributions, **praise should focus on appreciation**, such as “I appreciate the help you gave me. Your hard work really helped our classroom”.
- **Congratulate children** on their positive attitudes, efforts, and progress. You can also congratulate children on right answers, but a sense of pride is truly built when children feel they are meeting expectations and making progress.
- **Recognize positive behaviour**. This could be telling a child about the positive behaviour you see and why you like it or congratulating the child on his/her positive behaviour in front of the whole class. Statements like, “Good effort!” “You are doing great!” “Everyone clap for her!” and “Thank you for your hard work!” let children know that you are paying attention to them and will support them.
- **Encourage children to try their best**, even if they are not doing everything completely “correct”. Making mistakes is part of the learning process!



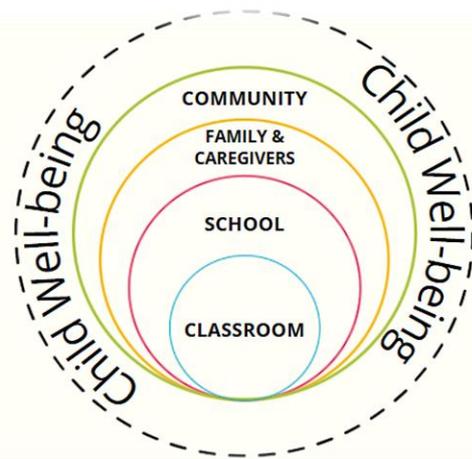


Remember!

It is important to note that teachers/educators should not give praise to incorrect answers but should praise **effort** and **improvement** instead. Students will detect when a teacher/educator habitually praises errors, and it could result in discouragement or embarrassment. In correcting students by praising their effort, and by correcting in a way that doesn't embarrass students, but rather uses this as a teaching opportunity, students can learn and understand what they did wrong without feeling embarrassed.

Engaging Caregivers

Caregivers, including biological and non-biological parents or other adults that are responsible for the care of children, are the most important influence on the development and well-being of children. It is important to acknowledge the critical role of caregivers and to help them feel empowered to provide their children with nurturing care and learning experiences at home. Establishing positive relationships with caregivers will also help ease the child's transition from home to school. To engage caregivers, you can...



Welcome caregivers into the classroom:

Encourage caregivers to walk children to school. In early childhood years encourage caregivers to enter the classroom to help their child get adjusted to the classroom. They can help their children take off coats or shoes and prepare them for the day.

Establish caregiver-educator meetings: It is important to have open communication with caregivers to ensure children's development, well-being and learning are being supported at home as well as at school. This can help caregivers understand their children's progress in class and help the educator/teacher understand the children's development outside of class.

Encourage participation of classroom volunteers: Caregivers can enrich the classroom experience by providing additional support to the educator/teacher in classroom management, in preparing materials, or in teaching a game or doing an activity.

Encourage caregivers of children with disabilities: Caregivers with disabilities and caregivers of children with disabilities can work together with educators/teachers on finding ways to strengthen the child's capacities and overcome barriers to their education.

Encourage participation in parenting programs: Parenting programs can provide caregivers with additional knowledge and skills to promote the healthy development of children.

Be respectful of diversity: Caregivers may come from different cultures, religions, or ethnic groups. Greeting caregivers in a language familiar to them, when possible, can help families feel welcomed and accepted. Educators/teachers should also be respectful of different cultural





practices, religious beliefs or holidays that may affect the child's participation in preschool activities and discuss this with caregivers. Remember that linguistic access is also an important issue for caregiver engagement.

Technique: Engage Caregivers

As a teacher/educator, at the beginning of every school year you can introduce yourself to the caregivers of your class. You can tell them a bit about yourself, why you love teaching, and what are your goals for the year. Here is an example that you can adjust, or get inspired by:

Example Letter

Dear parents/caregivers,

My name is ___ and I will be your child's _____ teacher/educator this year. I am so excited! I have been teaching in primary education for three years and I love it more every day. Primary years are a very exciting and influential time in a child's life, and I very much enjoy seeing each child develop confidence and interests as the year goes on. I also have two children of my own ___ is 3 and ___ is 5. I learn so much from them, and I think my experiences as a parent make me an even better teacher. Outside the classroom, I like to read and going for walks. Thank you for trusting me with your child and I will be glad to meet you soon!





STEP 5

Mindfulness Activities

Mindfulness helps children develop concentration and self-awareness, as well as cope with stress and anxiety. These skills will help children to learn and persevere in life.



Mindfulness Best Practices

Mindfulness is the intentional state of being aware and focused on the present moment and accepting reality. Mindfulness can teach concentration, self-awareness, and emotion regulation. When **practiced regularly**, mindfulness awareness practices have been shown to reduce feelings of anxiety and stress, help to build attention-focusing skills, and build perseverance and ability to cope.

The benefits of incorporating mindfulness-based practices into education settings include decreasing children's perceived stress, improving their social skills, well-being, and executive functioning skills, including focusing attention and impulse control. Mindfulness strategies have also shown to improve children's social skills, awareness and management of emotions and physiological experiences. Mindfulness has been used as an intervention to combat toxic stress, which can impede brain development, particularly impacting attention, memory, decision-making and self-control. Therefore, it is thought that mindfulness can help children pay attention in class and achieve more academically (International Rescue Committee, 2017).

To implement such practices, you should take the following principles into account.

Use non-judgmental language: Each student may experience each activity differently. It is important that students feel comfortable and safe to accept what they are experiencing. Use language that encourages students to explore what they are feeling, without judging themselves. For example, "notice how it feels as the breath comes into your belly" is non-judgmental of the different feelings the breath can cause in the belly.

It is also important that students feel that the activity is easy enough for them: If a student becomes frustrated or upset because he or she does not understand the exercise, continue to be positive and explain the activity in a more detailed, simple way.

Provide options and opportunities: Students come to class with a variety of experiences that may impact how they react to a Mindfulness practice. Throughout the practice, provide students with a range of options to explore what is comfortable and right for them in a safe space. For example, allow students to choose whether to close their eyes or where to place their hands. Give them opportunities to explore these different variations, as well as to stop the activity depending on what is comfortable to them.





Use a calm, even tone: The Mindfulness practice relies on a soothing and calming approach. Students should be guided to feel calm and relaxed by your voice. You can slow down your pace when you are speaking and take longer pauses between phrases.

Observe and respond to your students: Students may have negative responses to the Mindfulness practice. Allowing students to sit still and quietly can allow their minds to wander to reflect on the past, including recalling negative and stressful experiences they have had. Keep your eyes open throughout the practice to observe your students' responses and needs. If a student does become anxious or has negative feelings, you should respond to their needs by providing encouragement and letting them know that this is normal and happens to everyone.

Establish Routines: In the Mindfulness practice, it is important to maintain routines. Establishing routines helps to feel safe and secure. The structure, order and predictability allow students to feel a sense of control and feel comfortable knowing what they will do each day. It is important to always start your mindfulness practice with a routine that lets the children know it is time to practice mindfulness.

Debrief the activity experience: It is important to conclude the activity with a debrief that allows participants to understand what they experienced. An open debrief at the end of the activity may help students understand what happens when they practice mindfulness and encourages them to use mindfulness in other aspects of their lives. The debrief should allow participants to explore what they felt and experienced and begin to understand how they can use the practice.

Tips for teachers/educators

- A daily mindfulness break can be built into the morning schedule. Let the children choose from a list of activities each morning.
- In the introductory and early practice, activities should be shorter. Over time, as the students become more familiar with the practice and increase their capacity for mindfulness, the activities should be lengthened little by little.
- Before the first mindfulness activity, introduce students to the concept of mindfulness and why it is included in their daily schedule. For example, "Mindfulness is when we slow down our bodies and minds to look and listen to what is happening in our bodies and minds, as well as around us".
- Briefly introduce the activity for the day and explain the structure. Regardless of your students' age and developmental stage, explain that they will do a mindfulness activity.
- Prepare the students in the correct position, so they are comfortably seated or standing in preparation for Mindfulness.
- Arrange the classroom as it needs to be for Mindfulness.
- Do the main Mindfulness activity with the students.
- Conclude with a discussion about how the activity felt and what they noticed!





Remember!



Mindfulness activities in this manual are made up of the most basic practices in which students discover what is happening around them and in their bodies. Begin with these activities and gauge the understanding and acceptance of the practice before introducing more complex activities. See **Bank Activities Section** for many more activities that you can introduce in your classroom!

Two basic mindfulness examples for the classroom



1. Have the children sit up still and tall and prepare for the mindfulness activity.
2. SAY > Today's daily intention, for example, "Control for classroom participation. Repeat the daily intention slowly.
3. SAY > Grow your back longer and taller, reaching your head to the sky.
4. Breathe calmly. Continue to breathe slowly for one minute. If it is comfortable, you can close your eyes. With your eyes closed, and keeping still, picture a circle being drawn in front of you.
5. Focus your attention on that circle and keep it steady in front of you. When you start to think of something else, just gently remind yourself to come back to viewing your circle in front of you.
6. Allow the children to sit silently for 30 seconds to a minute, depending on their ability to sit still.
7. Calmly and quietly bring the children's attention back to the class.



1. Calmly, SAY > You will now practice a mindfulness activity.
2. SAY > Grow your back longer and taller, reaching your head to the sky. Breathe in deeply. Exhale slowly and let yourself relax. Squeeze up your toes, and release them, feeling heat come out of your toes. Squeeze the muscles in your legs and knees, now let them fully relax and feel the heat coming out of your legs. Squeeze up your bottom and then let the heat warm up your chair as you relax. Pull your tummy muscles in, then release them and feel the warmth radiate out. Feel your chest tighten up, and then relax, releasing heat. Shrug your shoulders up to your ears, and then relax your shoulders down your back, feeling the heat come out. Tense up your arms, then relax them and let the heat come out of your fingertips. Feel the heat come up your neck and wrap around your head. Feel your whole body warm and relaxed.
3. Let the children sit silently for one minute, or as long as they are comfortable.
4. Slowly and calmly, SAY > Now bring your attention back to the training. Wiggle your fingers and your toes. Make small circles with your wrists. Stretch your arms up to the sky and then shake them out.
5. If your eyes are closed, slowly, gently open them.





STEP 6

The 6 key competencies

Developing abilities and skills in a global way – mental abilities, psychosocial skills and physical abilities aim to modify attitudes and behaviours, reach long term objectives such as better self-confidence and self-esteem, a feeling of security, and unity in a group.

Social-emotional learning (SEL) involves the processes through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set, and achieve positive goals, feel, and show empathy for others, establish, and maintain positive relationships, and make responsible decisions. The approach of SEL comprises five mental and psychosocial specific competencies, while we have also incorporated an additional competency - the physical abilities. All skills engage the child holistically to develop – the intellectual capacities, the psychosocial skills, and the physical abilities.

SEL is particularly important for children who have faced severe adversity, including poverty, displacement, and violence. Experiencing adversity can affect children's wellbeing and development, especially when it causes toxic stress. These changes can have significant negative effects on cognitive functions such as long-term and working memory, spatial ability, and all skills required for learning physical and mental health, behaviour, and relationships.

Social and emotional learning can mitigate the effects of adversity, including toxic stress, and rebuild, or build for the first time, healthy brain structures and neurological connections. It can help children develop the skills to focus, regulate their emotional responses, interact with others and cope with stress and challenges (Cohen, 2006). On the other hand, physical activities and sports are particularly important for the children's physical development and health, and for the pleasure they provide, these activities should be planned regularly and be diversified. The list of activities and games that we provide often link to subjects of child protection for dealing with topics such as personal safety or strategies and behaviour that evaluate and manage personal risks (called self-protective behaviour). Several themes that are deemed fundamental to child protection are integrated in the games and activities that have a strong physical component. These can be used by the Lead Teacher/Educator or the Physical Education (PE) teacher (e.g., as a co-facilitator) and they need to be planned and thought through according to the needs of each group of children.

Physical activities and sports: particularly important for the children's physical development and health, and for the pleasure they provide, these activities should be planned regularly and be diversified. They require the teacher/educator/ educator's active presence – not just in supervision. They need to be planned and thought through according to the needs of each group of children.





The competencies

Brain Building - The set of skills that helps us focus our attention, remember instructions and concepts, successfully juggle multiple tasks and plan for the short- and long-term future. This set of skills helps us to filter distractions, set goals and control impulses.

Emotion Regulation – The set of skills that allows us to understand our own emotions and manage our feelings in a positive manner. It provides us with tools to predict and control our emotions. The set of skills that allows us to understand our own emotions and manage our feelings in a positive manner.

Positive Social Skills – The skills which allow us to relate to one another in a positive way, through understanding others’ feelings and behaviour and responding in a way that promotes positive social interaction and reduces conflict.

Conflict Resolution – The skills which help us address any problems and conflicts in a positive manner as they arise. These skills minimize the impact of conflict on the people involved, leading to a positive outcome.

Perseverance – The set of skills that allows us to push through challenges and continue to work towards a realistic goal. These skills develop the recognition that all learning requires persistence by searching for alternative ways to reach a goal and a willingness to ask for support to overcome challenges.

Physical Skills – The set of skills that are crucial for the overall balanced development and depend on practising movement as varied as possible, training coordination skills as well as specific physical skills such as speed, flexibility, resistance, and body awareness.

Mindfulness - The skill that brings our attention back to the "here and now" and helps reduce stress and develop attention and self-awareness.

Function	Competency	Skill
<i>I think</i>	Brain Building	Listen actively Follow directions Focus attention Practice cognitive flexibility (ability to switch between or think about multiple concepts simultaneously) Control impulses & inhibit inappropriate behaviours & responses (Ability to resist a temptation or urge) Cultivate working memory (Ability to hold and use new & recently stored information)
		Develop a sense of control Organize steps & information in a logical manner Set and achieve personal and academic goals





	Perseverance	<p>Apply decision-making skills to deal responsibly with daily academic, social & emotional situations</p> <p>Develop positive self-concept /identity & confidence</p> <p>Demonstrate self-reflection & improvement</p> <p>Develop a sense of hope for the future</p> <p>Use patience strategies</p>
--	---------------------	--

<i>I feel & I think</i>	Conflict Resolution Skills	<p>Identify problems</p> <p>Avoid negative interactions & peer influence, including bullying</p> <p>Generate win-win solutions</p> <p>Implement conflict resolution behaviours & strategies</p> <p>Effectively address conflict among group</p>
<i>I feel</i>	Positive Social Skills	<p>Recognize, accept, respond to feelings & perspectives of others (empathy)</p> <p>Identify the impact of one's actions on others</p> <p>Identify external and community strengths & supports</p> <p>Recognize /appreciate individual and group similarities and differences</p> <p>Apply effective & positive communication skills</p> <p>Cooperate and work effectively with others through teamwork</p> <p>Develop & maintain positive relationships</p>
	Emotional Regulation	<p>Identify concept & types of emotions</p> <p>Identify one's own emotions</p> <p>Identify actions for controlling emotions within local norms</p> <p>Manage & control emotions</p>
<i>I do</i>	Physical skills	<p>Develop coordination & agility: having well-coordinated body movements, alone or with someone else.</p> <p>Improve speed, strength & resistance: moving fast, running fast, keeping a steady intense effort during a relatively short time; keeping a steady effort of low or medium intensity for a long time.</p> <p>Improve flexibility.</p> <p>Develop coordination skills: responding immediately to a stimuli/situation, following a tempo, keeping a stable position while staying still or moving, being precise in one's gestures, developing fine motor skills.</p> <p>Develop body awareness: knowing one's body, its possibilities, and weaknesses.</p>



Activities & Games Bank

This manual contains **70 games and activities** to reinforce the key competencies:

- Brain Building,
- Emotion Regulation,
- Positive Social Skills,
- Conflict Resolution,
- Perseverance,
- Physical skills
- Mindfulness

that you can do in your classroom and school!

Why to use games and creative activities

Games and creative activities are at the centre of children's life, and they are fundamental tools for their physical, mental, affective, social, and cultural life. They make the learning of many things possible and give meaning to life. "The spontaneous response of the children to their own needs is expressed in the game, which provides the opportunities for that expression. The more diverse the opportunities (space, time, relationships), the more the children will find answers to satisfy their needs, and the more balanced their development".

Games and activities suggested in this manual have different levels of difficulty. Nonetheless, there is a range of activities that we can offer children, which include several types of activities that should, ideally, be mixed. They respond to all the children's physical, intellectual, affective, social, and cultural needs. All these types of activities are adapted to children aged 6 to 11. They help children grow within their community and cultural group and develop their overall skills. For children between the age 3 to 6, these activities should be adapted and developed according to their needs. Older children can also have co-responsibility for a younger group of children in the role of 'assistant' for the teacher/educator.

How to use the activities & games

Research suggests that social, emotional, and physical learning is most effective when it is taught through direct instruction in a safe and caring learning environment. Providing opportunities for children to practice the above skills through recreational games and activities are reinforcing these competencies. Drawing from this evidence, children play activities and games to reinforce all 6 competencies while also learning to practice mindfulness in a safe and predictable environment. These activities and games are a powerful tool because they engage the child as a whole: **the head is in command** because they need to think, consider strategies, and make quick decisions; **the body is moving**, the senses are stimulated; **the heart is central** in controlling emotions and in applying fundamental values. You can use these activities and games with children who have undergone adverse and traumatic experiences linked to natural disasters, domestic violence, and conflicts in order to help them fulfil their psychosocial needs.

Remember!



Competencies in the activities and games are not set against each other since one is complementary to the other. We know that our world is focused on competition and that children spontaneously put themselves in competitive situations whether healthy or unhealthy. However, it is a fact that children learn better in collaborative situations than alone.

Facilitation Tips for educators/teachers

- While preparing your session of activities, choose a mental, psychosocial, or physical skill you would like to develop in children. You will focus on this ability during the activities and feedback in order to get an improvement. Other skills are likely to be worked on as well, but you will not focus on them directly.
- Keep in mind the capacities in order to observe and emphasize one or the other according to the situation and the group's needs.
- You can choose either a game or a creative activity. All activities are adapted to children aged 3-11.
- On the overall level, take the three main stages into account: planning (before), implementation (during), follow-up and assessment (after) as suggested in the method section.
- Several games require making groups. While reading the game decide the best way to group children by age and/or gender. If your group is mixed, with children from different backgrounds, you may need to pair children appropriately.
- In the activities bank you will find that the amount of time required for each activity. Some activities and games are flexible & can be extended or shortened as required.
- Clearly define the boundaries of the game or the activity & explicitly tell children that for their safety they must not go outside the designated boundary.
- Check the space and resource requirements. Confirm that you can meet the 'Space' and 'Resource' requirements for the selected game & activity as stated at the beginning of every game.
- Adapt the games/activities based on the age group. If you feel that it is too easy or difficult for the children, you may adapt accordingly.
- You can change some actions in the games/activities and make up your own. Make the actions as funny and dramatic as you can to keep the children engage.



Remember!

Reinforce the importance of playing fairly and honestly. If the game is competitive, talk to children about the spirit of "healthy competition". They must all play to the best of their ability. If they win, they must be humble about it and not make fun of the children who lost. If they lose, they must acknowledge that someone else played better and clap for them. Reinforce that regardless of whether someone wins or loses, everyone strengthens their skills.

Activities & Child Protection

As previously established, it is very important that facilitators and co-facilitators will create a classroom environment where children are able to discuss their feelings, thoughts, and concerns. Part of this means that children may reveal sensitive information about themselves and other children, engaging in a disclosure procedure.

Disclosure is the term used to describe those situations when children – alike adults – who have experienced or may be experiencing adverse childhood experiences might reveal to other aspects of their abuse or past trauma. Sometimes children can also disclose that other children have been abused or traumatised.

There are cases that disclosures are **deliberate and direct**, meaning that the person chooses to say clearly what is happening, but occasionally disclosures can happen **accidentally or an indirect way** while a topic is being discussed and/or an activity taking place. It is usually when the individual feels safe to talk about it, sometimes in metaphorical as well terms.

Handling disclosures of abuse in a sensitive way can be **the first step in the healing process** for a child. As it is not always an easy process to follow, it is worth remembering that most children only choose to talk to someone they really trust and make them feel safe. **So, chances are you already doing something right!**

Facilitation Tips for teachers/educators

- Make sure you have identified, and you are **informed properly about the referral pathways for reporting concerns in your school**. Usually, the first point of contact can be the head teacher.
- **Not responding** may leave the child feeling abandoned or unprotected. On the other hand, being overly emotional or intrusive may scare the child and hinder the disclosure.
- Research shows that children often **talk about their experiences many times before action is taken** to respond...
- When the disclosure is “missed” **children may continue with additional hints, or not**. The child is hoping that a trusted person will get the “hint” they are offering.
- Search for **support and help** if you have any concerns for any of your students. Speaking to colleagues can build a support network.
- Remember that you only need to **listen, record, and refer** the child if there is any concern. Specialized services and professionals will handle and follow up the case.
- When dealing with disclosures, **certain behaviours should be followed and other to be avoided:**

Things to Do	Things to avoid doing
<ul style="list-style-type: none"> • Stay calm • Reassure the child they have done the right thing in telling someone • Reassure the child that they have the right to speak out and be protected • Listen to what the child says and give them space to talk without pressuring them • Believe and show concern for the child • Use the child’s language and explain to the child that you will need to confide in a trusted person who can help • Act quickly if you believe the child is at risk of harm • Ensure that you seek support/make a referral • Encourage the child to speak in private, rather than in front of others. • Take notes on what the child has said. 	<ul style="list-style-type: none"> • Show shock, amazement, or disbelief about what the child is saying • Cross question or investigate the situation, your role is to listen • Be judgemental, and blame the child for what has happened • Express disbelief or try to excuse what has happened • Ignore what has been said or decide that it has not happened or that nothing can be done • Pass judgement on the abuser, as children may feel very loyal • Ask leading questions, such as 'did your mum/dad do that to you?' • Make promises you cannot keep: For example, do not promise that you will not tell anyone • Confront the perpetrator • Do nothing and assume someone else will do something • Touch the child without permission

An example of a safeguarding activity: The circle of trust



The Circle of Trust is a great activity to use to open and close other activities!

>The objective of this activity is to **build trust** as a group create a safe and fun space for youth who have experienced displacement or adversity to build a network of support and feel stronger. It's an effective way to build a sense of unity and team spirit. It can be helpful to focus the group when there **is a lot of energy in the room. It is also a safe place to have important discussions, for example:** Discuss how one person, may be feeling

upset or unmotivated, and how everyone needs to work together to support this person and balance the group.

You need either a rope or a woollen thread

Time required: 30 minutes

1. Tie a rope together to make a strong circle. Test the strength of your knot after you tie it to avoid any accidents.
2. Ask youth to stand in a circle with arms outstretched holding the rope at the centre of the group.
3. Ask children to lean to the left and then to the right testing the strength of the rope.
4. Ask children to try to sit down together while holding on the rope. Then ask them to stand up together, making a noise such as “oooiiooh” to signify stand up and “ayyyaahhh” to sit down. You might need to practice this a few times.
5. While children are sitting, introduce today's activity. Talk about the game/ activity's objective and briefly explain the method you will be following.
6. Share your positivity and excitement, while you explain the game/activity. Be sure to answer any questions children may have.

ADAPTATION> There are lots of variations you can try, including eyes closed, the wave, counting before a collective action etc. You can pull hard on one part of the rope to test the strength of the group and to show it takes the entire group to create balance. Be creative and remember to reflect with the group how this makes them feel when you try something new.

1. A star for a star

COMPETENCY PERSEVERANCE

AGE GROUP 6-11 YEARS



Time:
30 minutes



Aim of the game:
Recognizing someone else's perseverance



Group-size:
30 children



Resources:
Drawing paper (one per child), sample picture of star (provided below) pencils, crayons/colour pencils, scissors, other art supplies

Space:
Space for children to sit comfortably in 5 groups to share art supplies

Arrangement:
Cut out stars for every child (See instructions below); divide the art supplies

How to play

1. Distribute one star to each child.
2. Explain that today they will be making a star for someone they know who perseveres to achieve their goal. This person could be someone in the family who works very hard or someone in their classroom who focuses on their goals and works hard to achieve them. We are going to call this person a 'star'.
3. Give children 2 minutes to think about who their 'star' is, and why he/she is their 'star'.
4. Ask 8–10 children to answer each of the following questions:

Why this this person your star? (Example answer: My elder sister has many other things to do at home, but she still finds time to study.)

What is the one 'plus' of your star that you would like to learn from them? (Example answer: Always cheerful even if there are problems.)

5. Give children 15 minutes to decorate their stars.
6. Tell children to give their star to their 'star' person whenever they see them next and tell them why you think he or she is a star.

Share the message of the game – “Today we recognized that there are lots of people around us who persevere to achieve their goals, and we can learn a lot from them to help us achieve our goals”.

2. Sculpture from scraps

COMPETENCY PERSEVERANCE

AGE GROUP 6-11 YEARS



Time:
40 minutes



Aim of the game:
Creating a free-standing sculpture.



Group-size:
30 children

Adaptation> If there are very small children in the class, make sure that they are all in different groups.



Resources:
Materials easily available in and around to make the sculpture (for example, leaves, sticks, small stones, small baskets, scraps of cloth, pieces of paper, beads, small balls, string, ribbons, empty bottles etc.), tape (one for each group).

Space:

Space for 5 groups to spread out and work into 5 sets for children to share in groups.

Arrangement:

Divide the things to make the sculpture for each group (each group does not have to have the identical things, but they must all have approximately the same number of things).

How to play

1. Tell children that in this game they all have a very specific goal – to use all the given material to make a freestanding sculpture (something that can stand without any support) on a particular theme.

TIP > If you feel like children might need help give them a few broad themes to choose from like 'peace', 'nature', 'friendship', 'my school', 'everyone is equal' etc. Be mindful of the context and background of the children while giving topics, avoiding those which may bring back traumatic memories like 'my family' or 'my country'.

2. Give children 10 minutes to create a Goal Achievement Plan. They already have the specific goal – to use all the given material to make a freestanding sculpture on a particular theme. Have them think the theme for the sculpture. Have them draw a detailed, 3-step plan, breaking up the goal into smaller goals.

TIP > If required, give children tips on how to break it up into smaller goals by starting with building the base, building the middle part, and building the top. They could also assign different pieces to different children in the group.

3. Go around all the groups and give them advice on how to make the plan better. Remind them that: They must use all their materials. The sculpture must be able to stand without support.
4. Give children 20 minutes to make changes to their plan based on the facilitator's advice and to make their sculpture. In the end, have one representative from each group explain their sculpture to the rest of the groups.

Questions > Pause after every question to give children time to think about every answer. What have you learnt about yourself or others? How did you feel during the game? Was it difficult to think of ideas for the sculpture?

Share the message of the game – "In today's game we practiced how to set and achieve a goal by breaking it up into smaller goals, making a detailed plan, getting advice from other people and following the plan to achieve the goal."

3. Paper ball

COMPETENCY PERSEVERANCE

AGE GROUP 6-11 YEARS



Time:
30 minutes



Aim of the game:
Plan and achieve your goal as a team



Group-size:
30 children
Adaptation > Try and group children of similar ages together.



Resources:
Playing field outline (provided below), small pieces of paper, approximately 3cm x 3cm (one for each group), timer

Space:
Space for groups of 4 or 6 children to sit in groups

Arrangement:
Divide the children into groups of 4 or 6 each (depending on the class size). If there is an odd number of children, you can join one team.

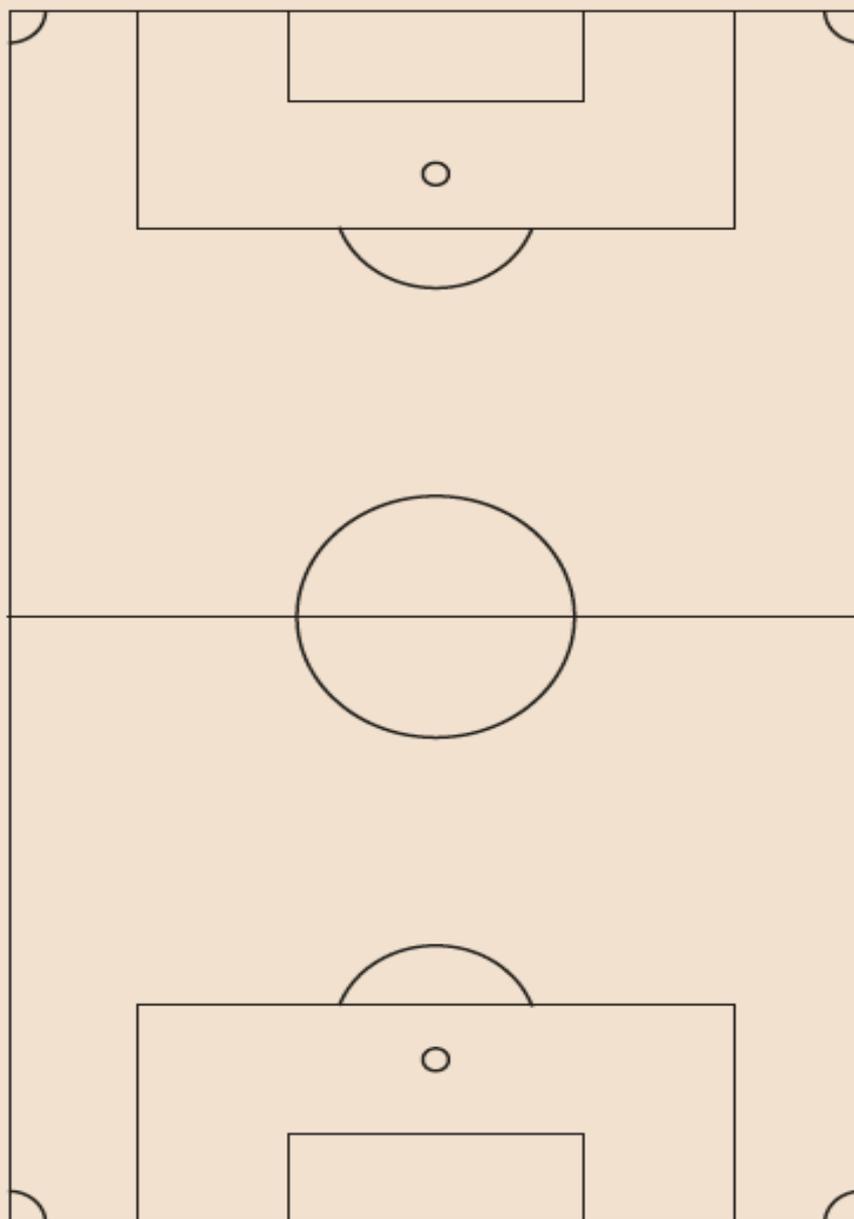
How to play

1. Divide each group into 2 teams, assign them a name – Team A and Team B.
2. Give each group a playing field layout, a paper ball, a pencil, and a scorecard.
3. Have them place the playing field paper in the middle and arrange themselves around it. Ask them to place the paper ball in the centre of the paper.
4. Explain that they must use their hands, which they can cup or roll up into a loose first to blow at the paper ball to score the goal. In their groups give the teams 5 minutes to: Decide a name for themselves. Pick a side on the playing field paper. Plan for the game and assign roles within the team if required. If needed explain the layout and how a goal is scored.
5. At the signal of “Go!” play Round 1 – 5 minutes to use their hands to blow on the paper ball and score as many goals as possible. If the ball goes out of the boundary, it must be placed in the middle and the game continues.
6. Tell groups to keep score by drawing a line under their team name every time they score a goal.
7. At the end of Round 1 give teams 2 minutes to rethink their plans to identify their individual strengths and weaknesses and come up with a new plan if required.
8. At the signal of “Go!” play Round 2 – 5 minutes to use their hands to blow on the paper ball and score as many goals as possible.
9. In the end identify teams which won and have everyone clap for them. Give children 20 minutes to make changes to their plan based on the facilitator’s advice and to make their sculpture.

Questions > Pause after every question to give children time to think about every answer. Were there any difficult moments in the game? Can you explain the reason? Which attitudes helped or hindered the smooth running of the game? What have you learnt about yourself or others? How did you feel during the game?

Share the message of the game – “In this game we practiced how to plan and achieve our goals as a team.”

Example



4. Toss

COMPETENCY PERSEVERANCE

AGE GROUP 6-11 YEARS



Time:
30 minutes
(flexible)



Aim of the game:
Developing a strategy



Group-size:
30 children
Adaptation: Try
and group children
of similar ages
together.



Resources:
Small stones/balls/paper balls
(5 per student), cups (one per
pair)

Space:
Large open space

Arrangement:
Divide the children into pairs
and have them stand at one arm's length
away from

How to play

1. Place 10 stones/balls/paper balls between each pair and a cup behind one person in the pair.
2. Explain the goal to be achieved – collect 10 stones for their team in the cup using anything except your hands or faces.
3. Give each pair 5 minutes to Think-Pair-Share to plan to achieve the goal. Tell them to think about the following: • What will they use to pick up the stones/balls/ paper balls? • How will they transfer the stones/balls/paper balls into the cups? • How will they work as a team, and who will do what?
4. Remind children to: • Use their strengths to achieve the goal. • Take time to re-plan if they feel that their plan is not working well.
5. Explain that if a stone/ball/paper ball falls, they must put it back in the middle and remove one stone from the cup..
6. All pairs must collect all 10 stones/balls/ paper balls in the cup to complete the game.

Questions> “Ask children the following questions and have 1–2 volunteers answer each question:
• How many of you changed your plan? Why did you change it? (Example answer I kept dropping the stone when I was holding it between my elbows, so we took off our shoes and used our toes to put the stones in the cup). • How many of you learned from what other teams were doing and changed your plan? (Example answer: We saw the other team using their toes and they were going very fast, so we also used our toes). Summarize the discussion – “So we have learned that it is good to think of different ways of achieving our plans if our plan is not working, and it is good to learn from others to help us achieve our goals.”

TIP > If available, replace 2 stones/balls/paper balls with 2 pieces of sweets/candy. Once the players finish the game, they can eat the sweet/ candy as a reward for persevering!

Share the message of the game – “In this game you all had the same goal, and you all came up with different plans to achieve that goal.”

5. Feelings of persevering

COMPETENCY PERSEVERANCE

AGE GROUP 6-11 YEARS



Time:
30 minutes



Aim of the game:
Reflecting on how it feels to work towards and achieving our goals



Group-size:
30 children



Resources:
Drawing paper (one per child), colours/crayons, pencils, other art supplies

Space:

Space for children to sit comfortably in 5 groups to share art supplies

Arrangement:

Divide the group into 5 groups to share art supplies but work individually. Each other into 5 sets for children to share in groups.

How to play

9. Have students take 2 minutes to think about a time when they achieved a goal. It could be something personal or academic. Guide their thinking by asking them the following questions. Have them keep their answers in their heads.

Questions > Pause after every question to give children time to think about every answer. • What was your goal and how did you feel when you started working towards it? • Did you face any difficulties while working towards your goals? What were they and how did it feel? • Did you ask someone for help? Whom did you ask? How did it feel to get or not get help? • Can you remember yourself trying to achieve that goal? What did you do and how did it feel? • How did it feel when you achieved your goal?

10. Have students draw 5 pictures to show their journey: • Setting a goal and working towards it. • Facing difficulties. • Getting help. • Persevering to achieve the goal. • Feeling when you achieve your goal.

TIP > Remind them to show very clearly in the drawings, their feeling at every stage.

11. After 15 minutes, have all the children sit in one big circle and briefly share their stories with everyone.

Share the message of the game – “Today we thought about the journey from setting a goal to achieving it. We all feel different things along this journey, but we saw that everyone felt happy or good about finally achieving the goal. Whenever you feel like giving up, think about how great it feels after you have overcome the difficulties to achieve the goal. This will make you believe in yourself and achieve your goal!”

6. Drawing of stars

COMPETENCY PERSEVERANCE

AGE GROUP 5-8 YEARS



Time:
30 minutes



Aim of the game:
Allowing children to explore their identities and position themselves within the group



Group-size:
30 children



Resources:
Thick A4 paper for each child, coloured pencils, paintbrushes, and gouache.

Space:
Space for children to sit comfortably in 5 groups to share art supplies

Arrangement:
Divide the group into 5 groups to share art supplies but work individually. Each other into 5 sets for children to share in groups.

How to play

1. Each child receives an A4 paper and has to draw a coloured star representing him or herself. In order to ignite the imagination of the children, the teacher can use a short visualisation to start with as a story where children close their eyes and imagine them flying in space, they have to imagine the colours of the stars and planets around.
2. Then each child is representing himself as a star with colours he or she feels is most aligned with his character.
3. Give enough time for all to finish, give advice if need be and comfort them in what they do.
4. The final stage is about all children to arrange their stars against each other's, either on a wall or on the floor where order is flexible, use this moment to start the feedback around each one's roles and identity.

Questions > Pause after every question to give children time to think about every answer. How do you feel? Or for children as difficult to connect and/or express their emotions, how was the activity for you? What did you learn about yourself, each other's? Would you change or do something different? What, how? Can you find any links between this game and your role and identity in daily life? What are they?

Objectives (skills to be developed)

On a mental level, creative thinking and imagination are enhanced. On an emotional level, expression of emotions and empathy are important elements to reflect upon during and after the activity.

Make sure there is a respectful atmosphere during the final stage and non-judgemental feedback while arranging their stars, there is no good or bad results, only what comes out today.

7. The self-clay

COMPETENCY PERSEVERANCE

AGE GROUP 5-8 YEARS



Time:
30 minutes



Aim of the game:
Reflecting on the future
using clay and creativity



Group-size:
30 children



Resources:
Multiple colours of
moulding clay or play
dough.

Space:

Space for children to sit comfortably in
5 groups to share art supplies

Arrangement:

Divide the group into 5 groups
to share art supplies but work individually. Each
other into 5 sets for children to share in groups.

How to play

1. Sitting in a circle at a table or on the floor, hand out clay to the children. Ask each person to spend some time playing with the clay, feeling how it changes temperature and shape as you touch it, and even changes colours if you blend it together.
2. Start to think about yourself and how you see yourself at 20 years old, where would you be? Whom with? Doing what? Considering all went well until then. Give children 5 minutes to work on their visions.
3. Then they can start sculpting the clay letting go their hands playing with the clay. At the end of the activity ask volunteers to present their creation and explain how they came to this result.

Questions > Pause after every question to give children time to think about every answer. How did you feel during the activity? What was easy, difficult? What do you think about the result? Have you learned anything new? If yes, what? What did you understand from your purpose?

Objectives (skills to be developed)

On a mental level, relaxation and letting go are developed.

On an emotional level, expression of emotions and trust are important elements.

Make sure everyone is comfortable with the concept and his vision before starting the activity.

8. From desire to realization

COMPETENCY PERSEVERANCE

AGE GROUP 5-8 YEARS



Time:
30 minutes



Aim of the game:
Reflecting on the desire and how to overcome challenges to achieve them



Group-size:
30 children



Resources:
One A4 paper and pencils for each child.

Space:

Space for children to sit comfortably in 5 groups

Arrangement:

Divide the group into 5 groups but work individually.

How to play

1. The teacher/educator asks children to reflect and write the following: Two things you wish to possess; Two things you wish to do; Two things you wish to become.
2. Then ask children to check whether their wishes are aligned with a real desire, if so, they have to identify thoughts or elements that can be seen as obstacles and write them down below the wishes. At this point it's important to think about obstacles as negative thoughts and ask children to reformulate them into positive thoughts writing sentences like "I can...I want..." This step requires mind power to visualise how the wish can be attained through intention, the teacher asks children to repeat those intentions for themselves to believe it's possible.
3. The last step of the activity, having those positive intentions in mind, is for children to elaborate and write the three main stages to fulfil their wishes. Finally, the teacher should reinforce these positive messages and ask them to act!

Questions > Pause after every question to give children time to think about every answer. How was the activity for you? What was easy? What was difficult? What did you learn about yourself, each other's? What is helpful in connecting with your wishes? What link can you make between those wishes and your daily life?

Objectives (skills to be developed)

On a mental level, self-knowledge and strategic thinking are developed.
On an emotional level, responsibility and self-trust are worked on.

The teacher must remain positive and supportive throughout the session to authorise children to think creatively.

9. What is my goal?

COMPETENCY PERSEVERANCE

AGE GROUP 5-8 YEARS



Time:
30 minutes



Aim of the game:
Exploring of what is important for me and how I can achieve it



Group-size:
30 children



Resources:
One sheet of paper per child, coloured pencils.

Space:

Space for children to sit comfortably in 5 groups to share art supplies

Arrangement:

Divide the group into 5 groups to share art supplies but work individually. Each other into 5 sets for children to share in groups.

How to play

1. At the beginning of the activity take 5 minutes, preferably with a soft music in the background, for each child to reflect and think about a goal they would like to achieve in their near future (ex. Play football with friends, create something with friends or family) the question being “what would you like to achieve in a near future?”
2. Then each child is drawing a path on the paper from left to right, on the right-hand side draw or write the selected goal, on the left-hand side draw yourself and imagine and draw along the path what will you encounter as challenges, opportunities, and support from others to achieve it.
3. The teacher/educator must walk around the room and help children defining those challenges and opportunities and check if the goal and milestones are achievable.
4. The child must select one colour for the challenges, one for the opportunities and one for the resources.

Questions > Pause after every question to give children time to think about every answer. How did you feel during the activity? What was easy, difficult? What do you think about the result? Have you learned anything new? If yes, what? Who can help you to achieve your goal? How can you ask for/from them?

5. Make sure to take a time for each child to reflect on itself, leave space and autonomy without interfering.

Objectives (skills to be developed)

On a mental level, self-knowledge will be developed. On an emotional level, responsibility and commitment are important to achieve the planned goal.

Respect what comes out of the activity, the objective being for the children to explore own perception of the path, opportunities, and challenges.

10. The countries

COMPETENCY PERSEVERANCE

AGE GROUP 9-11 YEARS



Time:
30 minutes



Aim of the game:
Concentration and strategic thinking are worked on



Group-size:
At least 10 children



Resources:
A ball; a hoop per child (or chalk, ropes, or sticky tape).

Space and Arrangement:

The play area must be large, ideally outside, with a circle - metaphorically the 'world' - composed of several 'countries' represented by a section of the large circle (if it is drawn with chalk) or by several hoops side by side (one per player). In the centre of the circle there is another hoop (or a chalk circle).

How to play

1. At the beginning of the game, each child inside their own hoop, takes turns at naming the country they have chosen, while thinking of two typical characteristics of that country. The aim of the game is to discover the countries of the world by building alliances between them.
2. The game starts when the teacher/educator throws the ball high into the air by calling the name of a country. The representative of that country catches the ball as quickly as possible, runs into the central hoop and shouts 'stop'. Simultaneously and as soon as the ball has been thrown, the other 'countries' run out of the large circle as fast and as far as possible.
3. When they hear the 'stop', they must stop immediately where they are. The child with the ball in the centre then looks around, names a country with which he would like to make an alliance and throws the ball to that person.
4. From this moment on, the two countries form an alliance and function as only one country (they occupy only one hoop, run hand in hand, etc.). Everyone returns to their own hoop, and the two representatives of the 'new country' share their two characteristics, then come to an agreement on one common point and invent a new country name.
5. The game continues with the 'new country' throwing the ball in the air and choosing another country, and so on, until the number of countries has diminished by at least half, or even until all the countries became one!

TIP > If the group is large and for more cooperation, it is recommended to begin the game with two representatives of each country in the same hoop and who run holding hands. Children should pay attention when all countries are named at the beginning, for they will have to remember them during the game. The time for exchange of information (country characteristics) and choice of a new name should not take too much time. The teacher/educator guarantees the rhythm and dynamics of the game. To make the game more 'cognitive', the teacher/educator can add a session of information exchange on each country chosen before beginning the game itself. It is also possible to focus the discussions on a particular aspect (food, language, local customs, etc.).

Questions > Pause after every question to give children time to think about every answer. How did you feel this game went? Easy, difficult, fun, annoying? For what reason? How did you feel about choosing a country name and its characteristics? For what reason? How did you feel about making an alliance and 'giving up' the name of your country to find a new one? Did you learn anything new? If so, what?

11. Human knot

COMPETENCY CONFLICT RESOLUTION

AGE GROUP 6-11 YEARS



Time:
30 minutes



Aim of the game:
Development of good cooperation and communication to achieve the goal



Group-size:
30 children



Resources:
No resources or preparation required

Space:

Space for 5 teams to move about comfortably

Arrangement:

Divide the group into teams of 5–6 players each.

How to play

1. Each team will form a small circle with players facing each other.
2. Make the human knot in the following way:
 - Each player will put their right hand into the centre of the circle and hold the hand of another player, making sure that it is not the player standing to his or her immediate right or left.
 - Next, each player will put their left hand into the centre of the circle and grab a different player's left hand, again making sure that it is not the hand of a player standing immediately to his or her left or right.
3. The task for each team is to untangle themselves without letting go of anyone's hands, resulting in an open circle.

TIP > If you feel the need to increase the speed of the game, you can become the "scissor" who can allow 2 children to let go of one another's hands and untangle themselves just once. You can use this power of a "scissor" at your discretion
4. Remind children to use the "STOP-THINK-ACT" steps to resolve any conflicts that might happen in the game, where different children have different ideas for how to untangle the knot.
5. It is okay for players to be facing different directions in this circle.

Questions > Pause after every question to give children time to think about every answer. How was the activity for you? What was easy? What was difficult? What did you learn about yourself, each other's? How did you resolve any conflicts that emerged? What link can you make between those wishes and your daily life?

Share the message of the game – "This game was an example of a conflict, where different children wanted to do different things to untangle the knot. While everyone had the same goal, to do well in this game you had to look and listen to understand the problem. Then, if you stopped to think of a solution and then acted, you would have found it easier to win the game."

Adaptation: If there are very young children in the group, make sure that they are in teams with older children who can help them. > If it is not appropriate for children to hold each other's hands, give everyone a piece of ribbon or string which they will hold instead of hands, to form the human knot.

12. Confusion

COMPETENCY **CONFLICT RESOLUTION**

AGE GROUP **6-11 YEARS**



Time:
20 minutes



Aim of the game:
Understanding how conflicts are created through a confusing situation created in the classroom



Group-size:
30 children



Resources:
Small stones or small balls (same number of stones/balls as the number of children)

Space:
A large open space

Arrangement:
Divide children into 4 groups

How to play

1. Go to each of the 4 groups and give them one of the following instructions. Tell children they should not tell anyone what they have been told.
2. Three kinds of instructions: To win this game, arrange all the stones/balls in a circle in the middle of the room in 3 minutes. To win this game, put all the stones/balls close to the door (or another point in the room) in 3 minutes. To win this game, put all the stones/balls close to the window (or another point in the room) in 3 minutes.
3. One team takes on the role of observers and observes as the teams play.
4. When the game is over, each member stand in the corner and observe what happens.
TIP > Make sure almost equal numbers of children receive each instruction. You can also write the 3 kinds of instructions on small pieces of paper and distribute them to the children. TIP > You can also choose to tell children to play this game in silence.
5. Give children 3 minutes to carry out their instruction. Stop children in 3 minutes or earlier if you think they are arguing too much.

Questions> After the activity, bring them all together for a small discussion: • Ask the observers what they saw the rest of the children do. • Ask the other groups what made them angry or what caused conflict between various children. Have several children share their response with the rest of the class. (Example answer I was trying to make a circle with the stones, and someone kept taking those stones away). • Explain the game to the children, telling them that everyone was given different instructions. • Now ask the children that if they had known that everyone had been given different instructions if they would have reacted differently. Have several children share their response with the rest of the class.

Conclude the discussion by sharing the message of the game – “Several times conflict arises when we do not know what the other person is thinking, and we may all be working towards different purposes. It is, therefore, important to look and listen to understand a problem, rather than getting angry”.

13. Our peaceful environment

COMPETENCY CONFLICT RESOLUTION

AGE GROUP 6-11 YEARS



Time:
45 minutes



Aim of the game:
Cooperating with each other to draw their vision of a peaceful environment



Group-size:
30 children



Resources:
5 large pieces of paper, crayons/colour pencils, any other art supplies

Space:

A space for children to work together comfortably

Arrangement:

Divide children into 5 groups

How to play

1. Distribute the art supplies to the 5 groups. Ask each group to take 3 minutes to discuss what a peaceful environment in their community or country would look like.
2. Have the different groups work together to prepare one big picture of a peaceful environment, using the art supplies.
3. Give them 25 minutes to complete the picture.
4. After 20 minutes, tell them that they have 5 minutes left.
5. Have each group present their picture to the rest of the group.
6. Ask questions and encourage other children to ask questions about the picture being presented.

Questions > Pause after every question to give children time to think about every answer. How was the activity for you? What did you learn about yourself, each other's? What link can you make between the picture you created and your daily life?

Share the message of the game – “Today you spent some time thinking about and drawing what your world would look like if we all resolve our conflicts and live, work and play together peacefully.”

14. Thumbs up – thumbs down

COMPETENCY **CONFLICT RESOLUTION**

AGE GROUP **6-11 YEARS**



Time:
20 minutes



Aim of the game:
Understanding the similarities and differences between the groups



Group-size:
30 children



Resources:
2 signs, one with a thumbs up and the other with a thumbs down (sample provided below), tape

Space:

Space for children to stand in one long line

Arrangement:

Have children stand in one cluster in the middle of the room.

How to play

1. Read out the statements and ask children to move to a space between the thumbs up and thumbs down signs depending on how much they agree or disagree with the statement. For example, if the statement is “I like to sleep early” then children can stand anywhere between both the signs. If someone likes to sleep early on most days but not all days, they can stand closer to the thumbs up sign but not right next to it.
2. After each statement, pause and ask children to observe how we are similar to or different from the rest of the children in the class.
3. Statements to read out: • I like to talk to other people • I spend a lot of time by myself • When I see a problem I take action immediately • When I see a problem I like to wait and see if it gets solved on its own • I like games where we compete with each other to win • I like to express my emotions by talking to other people • I like to play outside • I know how to cook • I can run fast • I like to make friends • I like to dance. ADAPTATION > Check these statements for relevance to your context and sensitivity to your class and modify.

Questions > Pause after every question to give children time to think about every answer. How was the activity for you? What was easy? What was difficult? What did you learn about yourself and others? What link can you make between those wishes and your daily life?

Share the message of the game – “We saw in this game that we are very different in many ways, which can often cause conflict. For example, if one child ‘A’ likes to run fast and the other child ‘B’ likes to walk slowly, and both have to come to the classroom together, there can be a conflict! ‘A’ may get angry because ‘B’ is slow, and ‘B’ may get angry because ‘A’ went ahead leaving him behind! If they understood that they just like different things, they could decide to walk to the classroom one week and run to the classroom the next week, a win-win situation for both!

15. Words can hurt

COMPETENCY CONFLICT RESOLUTION

AGE GROUP 6-11 YEARS



Time:
45 minutes



Aim of the game:
Understanding that hurtful words can cause damage that cannot be repaired



Group-size:
30 children



Resources:
4 large pieces of paper, scissors, pencils, crayons/colour pencils, erasers

Space:
Space for children to work in groups

Arrangement:
Divide children into 4 groups, and have them sit in a circle facing each other

How to play

1. Give each group one cut-out and art supplies and have them draw the face and colour the cut-out to make it look like a child. Give them 10 minutes for this activity.
2. Ask each team to suggest a name for their cut out, a name of someone they don't know. For example, "Snowy".
TIP > Make sure that this name is not associated with a real person.
3. Tell children that for this activity they must imagine that Snowy is a new child in another class. Snowy, like many other children, is finding it difficult to make friends in the class because she has just joined and everyone else already has friends.
4. Ask children to think of some mean and unkind things that children in Snowy's class could have said to her.
5. Ask each group to say one such thing to their cut out, and after they say something mean and unkind, ask them to draw a sad face with a pencil or crayon on the cut-out. Start with one response from each group and then go around all the groups until each group's cut-out has 5–6 sad faces.
TIP > If children are not speaking, you can start, saying things like "Why have you come so late? We don't want to talk to you!" or "Your hair is so weird!"
6. Then, give each group 2–3 erasers and ask them to erase all the sad faces from the cut-out. Give them 10 minutes to erase all the sad faces.
7. Point out that no matter how hard we try, some sign of the sad faces will remain on the cut-out. It will never be like it was before the sad faces were drawn.

Questions> Have a discussion with the children using the following questions: • When something mean was said, and you drew the sad face on the cut-out what did that mean? (Example answer: When we say something mean to someone it makes them sad). • How did the original cut-out look different from the one which had the erase marks? (Example answer: it had dark marks which could not be erased; the paper tore a little).

Conclude the discussion by sharing the message of the game – "Just like we saw on the paper cut-out, once we say something mean it makes the other person sad. Once we say something mean or hurtful to someone, we can never take it back and sometimes it can take a long time for that hurt to go away, or it may never go away."

16. Forum theatre

COMPETENCY CONFLICT RESOLUTION

AGE GROUP 9-11 YEARS



Time:
45 minutes



Aim of the game:
Exploration of difficult situations through scenes and reflection to bring solutions.



Group-size:
30 children



Resources:
No resources needed

Space:
Space for children to work in groups

Arrangement:
Divide the group in three or four smaller groups of five or six children

How to play

First, the forum theatre is the most known form of the theatre of the oppressed developed by Augusto Boal, it aims at finding solutions against oppression in all its forms through scenes.

1. Beforehand the group will brainstorm about real difficult or unfair situations they experience in their community. Then each group select a situation and have to create a short scene that will expose the facts as they happen leading to these situations.
2. When all group are ready to perform their scenes, the teacher explains the process, he will play the role of joker to facilitate the inter-scenes debriefing, scenes will be played twice, the first time as groups prepared them where all spectators have to be very attentive (who says what when) and a second time where the audience becomes "spectators" and have the power to intervene directly in the scene to change its content, only one at a time.
3. However, the spectators must tap gently on an actor's shoulder when he wants to replace him in order to transform into an actor, note that the character arguing in the situation cannot be replaced and magically change his mind, the joker (teacher) will have to be very attentive and ask the audience what they think of the intervention. At the end of the second scene a moment should be taken for short feedback on the main interventions, are they valid or plausible? Is there other words or act that could be done to sort out the situation?
4. Usually, the first spectating scene is either too interrupted or not enough, in both case teachers should talk about the difficult handling of the situation and that only experience and acute sense of observation/strategic thinking will help scenes to be beneficial for all.
5. Finish all scenes and in the end summarise the main topics and their adapted found responses for all to anchor the learning.

Questions > Pause after every question to give children time to think about every answer. How did you feel during the activity? What was easy, difficult? Which part did you prefer, acting or spectating? What did you learn about yourself, each other? What are the links between this activity and justice in life?

This activity needs to be tried several times with groups for the teacher/educator to understand fully how to handle it. However, it is important to be aware of the group dynamics and personalities in the group to avoid over and under representation, stay attentive to those always interacting and those who are less, discuss

the subject as well as the scenes ones between groups to ensure a balanced participation and better learning for all. That being said you can only encourage children to participate but not force them into something they don't feel at ease with. Otherwise, this forum theatre methodology can be used with many other topics or purposes, the clearer the initial rule is the better for the group.

17. Stop and Go

COMPETENCY **CONFLICT RESOLUTION**

AGE GROUP **5-8 YEARS**



Time:
20 minutes



Aim of the game:
Exploring the influence and roles among each other's in a fun, non-verbal way



Group-size:
20 children



Resources:
No resources required

Space:

Space for children to divide in groups

Arrangement:

The players are divided into two groups, group A and B, consisting of six to ten players each.

How to play

1. Group A is walking, and group B is standing still. Once the teacher claps his hands the groups change roles: group A stands still, and group B starts walking.
2. Same again (group A walks around and group B stands still), however this time they swap roles when a member of group A decides. Same again, but when a member of group B decides.
3. Same again, but the decision can come from either group A or group B. Then ask each group to define a specific way to walk and give enough tries so all children can experiment their own way.

Questions > Pause after every question to give children time to think about every answer. How did you feel the game went? What was easy or difficult for you? Was it difficult to express your identity with others? Which role did you prefer? Why? Have you learned anything new? If yes, what? Can you find any links between this game and your role and identity in daily life? What are they?

It is important to carefully observe the dynamics within the group and the role that each person takes on. It is also interesting to see if there are one or more leaders and which strategy is used to succeed. The teacher/educator must give the players time to get their bearings and interrupt the game early enough to see what strategy they are using: staying bunched up together? Having a designated leader?

ADAPTATION > The larger the area, the more difficult the game is, for players tend to spread out when in fact staying close would make it.

18. You be the judge

COMPETENCY **CONFLICT RESOLUTION**

AGE GROUP **9-11 YEARS**



Time:
20 minutes



Aim of the game:
Familiarization with justice
and fairness



Group-size:
30 children



Resources:
Ropes or something similar to
mark out the one-meter central
zone; cones or stones to mark
the outside
boundary of the play area.

Space:
Space for children to work in groups

Arrangement:
Write down on papers different
sentences

How to play

1. Before the activity, the teacher writes down on slips of paper different “crimes” such as, cheating on a test, disobeying a teacher, fighting in the hallway, and stealing some fruit in the market.
2. Have the children role play a scene where the “criminal” picks a crime from the hat and the “jury” (the group) decides his sentence. How harsh should the punishment for each crime be? Should the punishment for some crimes be worse than others? What sort of restorative punishments could be envisaged?
3. Discuss the justice and fairness of the punishments decided by the jury.

Questions > Pause after every question to give children time to think about every answer. How did you feel during the activity? What was easy or difficult? How did decisions were made? Were all decisions fair? What did you learn about yourself, each other's? What are the links between this activity and justice in life?

ADAPTATION > Make sure to adapt the “crimes” to the context and ensure safety of children by not putting harsh ones.

19. Exchanging places

COMPETENCY **CONFLICT RESOLUTION**

AGE GROUP **8-11 YEARS**



Time:
20 minutes



Aim of the game:
Developing the response levels and sense of direction in a fun way



Group-size:
30 children



Resources:
No resources

Space:
Space for children to work in groups

Arrangement:
Three or four children join hands and form circles

How to play

1. The teacher/educator chooses four names, says them out loud, and then whispers, in each child's ear, a different name from within the same category (e.g., geometric shapes: triangle, circle, square, rectangle; or animals, flowers, fruits, etc.); they keep their name secret.
2. Two children stay separate from the groups and move around the play area; they know the four names and decide between themselves which one they will call out.
3. Each child with this name runs out of their circle and finds a place in another circle. At the same time, the children outside the circles run to find a free place in a circle, where two children are not holding hands.
4. Those who manage to join a circle take the name that was called out. The two children who do not find a place then decide between themselves what new name to call out.
5. Once a child has left a circle, the two neighbours must leave their hands free for a new child to join the circle.

The teacher/educator reminds everyone that the newly arrived children should join the circles calmly and that the groups welcome them by taking their hand in a friendly way. It is possible to call two names at once if the group is large, which increases the participatory dynamics and creates more of a fun excitement. It is important to allow time for the children outside the circles to define their strategy if need be.

Questions > Pause after every question to give children time to think about every answer. How do you feel the game went? Was it easy, difficult, etc.? Did you feel at ease? For what reason? What strategies were used? What does it mean to you, being part of a group? How was it joining the group, then leaving? Was there a group where you felt better or worse than in another? For what reason? What other variations of the game can you think of? Did you learn anything new? If yes, what? Etc.

ADAPTATION > In a reduced space, the way the children move around can be adapted: walking instead of running, hopping, etc. It is recommended in any case to explore different ways of getting around (side-stepping, feet together, etc.).

20. Where were you?

COMPETENCY CONFLICT RESOLUTION

AGE GROUP 9-11 YEARS



Time:
30 minutes



Aim of the game:
Learning on which behaviours are worth imitating and which not



Group-size:
30 children



Resources:
No resources needed

Space:

Open space for children to work in groups. The size of the play area can be adapted to make the game more or less difficult from a physical point of view.

Arrangement:

Two teams of six to ten players stand on either side of the fairly large, delineated play area, separated by a one meter wide zone in the middle

How to play

1. Each team can decide on a group name, for example the Creative Ones and the Fun Ones. The Creative Ones mime and the Fun Ones guess. The teams gather at opposite ends of the area. The Creative Ones decide amongst themselves to choose an activity (e.g., playing football), an animal (e.g., duck) or a profession (e.g., hairdresser) to act out.
2. Once they are ready, they come to the central zone. The Fun Ones also approach and say: "Where were you?" The Creative Ones answer, "We will not say where we were, but we will show you what we saw!" and they then begin the impersonation.
3. Either each member of the group mimes in their own way, or they work in small groups. When the Fun Ones manage to guess the mime, they say it out loud. If they are right, the Creative Ones run and take refuge behind their home base at the end of the area, before the Fun Ones catch them.
4. The players caught become members of the other team. Then, the teams change roles, and the game continues as long as the players wish. At the end of the game, the team with the most players can for example do a sketch selected by the other team (2-3 min of preparation), thus continuing to work on their body language and creativity.
5. Each team must line up along the central zone to do the mimes.
6. Those who are guessing are not allowed to cross the central zone line before finding the right answer.
7. The players touched within the boundaries of the play area join the other team. The line at the far end of the area indicates the 'home base' for those being chased.

It is important to point out the safety measures and need for respect during the chase and when touching the other children. The teacher/educator must ensure everyone in the group has a

chance to decide what activity to imitate. He must make sure the leadership role passes around and should facilitate communication within the group. The teacher/educator can decide to limit the duration of the game, limit the number of chases and/or the number of mimes that are identified.

The teacher/educator can let the children mime individually initially, but thereafter, the players should be encouraged to work together to develop cooperation, as well as self-confidence and trust.

Questions > Pause after every question to give children time to think about every answer. How do you feel the game went? Was it easy, difficult, etc.? Did you feel at ease? For what reason? What strategies were used? What does it mean to you, being part of a group? What other variations of the game can you think of? Did you learn anything new? If yes, what? Can you make any links between this game and your daily life? Which ones? Etc.

ADAPTATION > A specific theme can be dealt with during this game (the sea, the family, my environment, etc.) to focus the group and reach a specific objective. This can be useful for a particular feedback session, for instance. More complex impersonations can be considered for older children (specific event, short piece of history, etc.). At the end, the group can decide on a theme to create a mini play for example.

21. The wind blows

COMPETENCY **POSITIVE SOCIAL SKILLS**

AGE GROUP

6-11 YEARS



Time:
30 minutes



Aim of the game:
Building a bond of friendship
in the classroom



Group-size:
30 children



Resources:
No resources required

Space:

Space for everyone to stand in one big circle

Arrangement:

Have children stand in one big circle. You should stand in the centre of the circle

How to play

1. Ask one child from the circle join you in the middle.
2. Ask all the other children to close-in and fill the gap left by the child who went to the middle of the circle.
3. Begin the game by saying “The wind blows for everyone who...” and add something that is true about the child in the middle “...is wearing socks!” or “...has black hair!”
4. Everyone who shares that trait or quality must walk (not run) to change their places in the circle. The child in the middle must also move quickly to take up an open space before it fills up.
5. There should be one child left who will join you in the middle.
6. The game continues in the same manner, with children moving from their space if they share the characteristic called out by you.
7. If you say – “Jumble!” then everyone must walk (not run) and change their places.

SENSITIVITY TIP > Being mindful of the trauma children may have experienced, choose the traits very carefully. For example, do not use traits like “has a sister” or “has a big family” because children may have lost family members recently.

Questions > Pause after every question to give children time to think about every answer. How do you feel? Or for children as difficult to connect and/or express their emotions, how was the activity for you? What did you learn about yourself, each other? What is helpful in connecting with each other?

Share the message of the game – “In this fun game, we learned new things about each other. Also, playing games together is a great way to make friends!”

22. Say something nice

COMPETENCY **POSITIVE SOCIAL SKILLS**

AGE GROUP **6-11 YEARS**



Time:
30 minutes



Aim of the game:
Working together to keep the ball from falling and to say something nice about someone



Group-size:
30 children



Resources:
A soft ball

Space:

Space for children to stand in one big circle

Arrangement:

Have children stand in one big circle.

How to play

1. Pass the ball to a child in the group, who will then throw it to someone else.
2. Explain to the children that the entire class needs to work as a team to keep the ball from falling on the ground.
3. When someone drops the ball, they have to say something nice about the person who threw the ball to them. Then the person who threw the ball will say something nice to the person who dropped the ball. For example, "You are really helpful!" Then both children will sit down.
4. The game will continue until everyone has said something nice about someone else and everyone is sitting down.

Questions > Pause after every question to give children time to think about every answer. How do you feel? Or for children as difficult to connect and/or express their emotions, how was the activity for you? What did you learn about yourself, each other? What is helpful in connecting with each other?

Share the message of the game – "In this game you did two things which will help you work well with other people – first, you practiced how to work together as a team and second, you said something nice about your friends."

23. Build a friend

COMPETENCY POSITIVE SOCIAL SKILLS

AGE GROUP 6-11 YEARS



Time:
45 minutes



Aim of the game:
Thinking about what makes a good friend and building a friend with art supplies



Group-size:
30 children



Resources:
Large pieces of coloured paper, tape, one small stick per child, wool or string, colour pencils/ crayons, scissors, timer

Space:

Space for 6 groups of children to sit and work comfortably

Arrangement:

Divide children into 6 groups

How to play

1. Divide all the art material into 6 packs; if children are too young to use scissors, cut out different parts of the body for the children to use (1 circle for a head, 1 long oval for the body, 2 short rectangles for the arms and 2 long rectangles for legs). Ask students to sit silently for one minute and think about what makes someone a good friend.
2. Ask a few children to share their ideas with the rest of the class.
3. Give each group one pack of art materials and tell them that they must share the materials but work on their own to create their own friends.
TIP > You can build a friend with the same material to show children a sample.
4. Tell children that they can use the art supplies to build a friend with the paper, wool/string, and colours.
5. After they are done creating the body, they can use the tape and stick to create a handle at the back.
6. Give children 20 minutes to build their friend.
TIP > Walk around the room while children are working to make sure everyone has understood the instructions. Support children who may need any help.
7. Inform them when 5 minutes are left.
8. After the 20 minutes are over tell children to one by- one, hold up their friend, tell everyone his or her name and what makes him or her a good friend.
9. Have children clean up any mess that may have been created.

Share the message of the game – “In this game you thought about what makes someone a good friend. This is important so that you can understand what your friends think about friendship and to help you be a good friend to each other”.

24. Friendship web

COMPETENCY **POSITIVE SOCIAL SKILLS**

AGE GROUP **6-11 YEARS**



Time:
45 minutes



Aim of the game:
Learning more about each other



Group-size:
25-30 children



Resources:
A ball of string or wool

Space:

Space for all the children to stand in one big circle

Arrangement:

Have children form one big circle. You should join the circle

How to play

1. Start the game by holding one end of the string, saying your name and one thing that you are good at (for example, I am good at helping other people) and throwing the ball of string to a child in the circle.
2. The child who gets the ball does the same – holds on to one part of the string, says his/her name and one thing that he or she is good at, and throws the ball to someone else.
TIP > Tell participants to avoid passing the string to the participant directly next to them to ensure the web is formed in the circle.
3. This continues till everyone has had a turn and a web has been created within the circle.

Questions > Pause after every question to give children time to think about every answer. How do you feel? Or for children as difficult to connect and/or express their emotions, how was the activity for you? What did you learn about yourself, each other? What is helpful in connecting with each other?

Share the message of the game – “In this game the wool that we passed around shows the connections that we form and that we are all connected to each other. We learned that everyone in this friendship web is good at something, and we must use what we are good at to help each other and make our group even better and stronger.”

25. Tallest tower

COMPETENCY **POSITIVE SOCIAL SKILLS**

AGE GROUP **6-11 YEARS**



Time:
30 minutes



Aim of the game:
Learning more about each other



Group-size:
30 children



Resources:
Small to medium sized stones (10 per group), small to medium sized sticks (10 per group), plates, cloth, or bag to hold the sticks and stones (one per group), a ruler or measuring tape, timer

Space:

Space for 5 teams to work in groups

Arrangement:

Divide children into 5 teams, and have each team sit in a circle.

How to play

1. Give each group their sticks and stones. Each group has to build a tower out of sticks and stones in their group.
2. The tower must be able to stand without anybody's support.
3. Give each team 5 minutes to plan their strategy and 10 minutes to build the tower.
4. Measure each tower after the time is over. If someone's tower falls before all towers are measured (even if their tower has already been measured) they are out of the game.
5. The team with the tallest tower will win.

Questions > Pause after every question to give children time to think about every answer. How do you feel? Or for children as difficult to connect and/or express their emotions, how was the activity for you? What did you learn about yourself, each other? What is helpful in connecting with each other?

Share the message of the game – “To do well in this game you had to work with your team, listen to everyone's ideas and build the tower in very little time. In real life this is a very important thing to learn because often we have to work with other people on a task and only if we listen to each other and on a task and only if we listen to each other and work together, can we achieve our goals.”

ADAPTATION > If there is a big age gap between children in your class, make sure that they are mixed in the groups. Ensure that younger children are included in the game.

26. The Chain of Laugh

COMPETENCY **POSITIVE SOCIAL SKILLS**

AGE GROUP **5-8 YEARS**



Time:
30 minutes



Aim of the game:
Development of trust, connection, and good atmosphere among a group of children



Group-size:
30 children



Resources:
No resources required

Space:
Space for 4 teams to work in groups

Arrangement:
Divide children into group of four

How to play

1. The teacher/educator explains that laughing is vital for people and helps creating bonds and friends.
2. Children then separate by group of four and form circle placing their hands-on others' shoulders, one child starts by saying "AH", then the next one says, "AH" and the third "AH", naturally all will laugh as this AH will act as ignite for real ones.
3. Change the groups/starter of the sound, others sound can be used "HO, HI, etc." Once all have experimented the game in groups you can pause and reflect on the laugh effect on the group.
4. Finally propose to gather all the group altogether, the best position for children if possible is laying down with your head on another child stomach, as this will create vibration when all shout out the AH.

Questions > Pause after every question to give children time to think about every answer. How do you feel? Or for children as difficult to connect and/or express their emotions, how was the activity for you? What did you learn about yourself, each other? What makes you laugh in a daily basis?

Be attentive of the cultural sensitivity about gender.

27. Sounds to Communicate

COMPETENCY **POSITIVE SOCIAL SKILLS**

AGE GROUP **5-10 YEARS**



Time:
30 minutes



Aim of the game:
Communication and active listening



Group-size:
30 children



Resources:
Pots, spoons, pieces of wood, box filled with rice or pasta, pieces of cut pipes, whistles, empty bottles, or small instruments for kids

Space:
Space for 4 teams to work in groups

Arrangement:
Divide children into group of four

How to play

1. To step into the world of sounds and music in a playful way, you can use very simple things. It is best if there is a diversity of instruments, like wind, percussion, and wood. It is also good to make your own instruments. No need for real ones, because they may get in the way of creativity for fear of not being able to play them.
2. In a first stage, ask everyone to sit comfortably in a chair or lie on the ground (or on mattresses).
3. Imagine you are on a trip, and you meet someone you do not know but with whom you feel at ease right away. You want to communicate with that person, about who you are and who she is.
You are in a very comfortable place. How is it, what are the smells, the sounds, and the colours around?
4. After 5-10 minutes, slowly bring everybody back into the here and now, each at their own rhythm.
5. In a second stage, each one chooses a musical instrument or object and pairs up with somebody else from the group. Through their instrument, and with no speaking at all, they tell each other who they are; then this pair goes to meet another pair and all four tell each other who they are, either one at a time or all together; then the four go to another group of four and so on until the whole group is gathered.
6. Finally, everybody is sitting in a circle in silence. A first person starts playing his instrument, then their neighbour starts, and the progression continues until everybody is playing together in rhythm. The music stops progressively as well, one person first stopping, then their neighbour, and then the next until complete silence.
7. We can also imagine the same thing, but the person who starts playing exchanges a look with someone (who is not the neighbour), who then starts to play, and so on until everybody plays to strengthen communication in the group. Then proceed the same way until there is silence.

Questions > Pause after every question to give children time to think about every answer. Were there any difficult moments in the game? Can you explain the reason? Which attitudes helped or hindered the smooth running of the game? What have you learnt about yourself or others? How often do you express yourself through non-verbal communication? Can you think of an example?

Musical expression, sounds or music are well-appreciated techniques to communicate in a non-verbal way or to be carried into visualization on a precise theme. The choice of music matters and is link with the objectives of the session (relaxing, visualization, reflection or energy, movement, etc.).

28. My group is...

COMPETENCY **POSITIVE SOCIAL SKILLS**

AGE GROUP **8-11 YEARS**



Time:
30 minutes



Aim of the game:
Creation of a collaborative story about the group's identity



Group-size:
30 children



Resources:
A flipchart with markers

Space:

Space for the whole group to work

Arrangement:

All children into one group

How to play

1. First of all, it's important to remind children that they will have to create the story of their group, so they need to collaborate and think collectively.
2. Then the teacher writes on the flipchart: · My group is.... (a character, animal or else) · His personality is ... (funny, serious, intelligent, etc.) · He lives in a... (house, tent, etc.) with ... (family, friends etc.) where there is ... (number) spaces full of ... (furniture's, toys, instruments etc.) · Outside the XXX (house) there is ... (neighbours, place, space, anything) · The character likes to play ... and his friends are ...
3. Ask children if they want to add something to their story, what he hates doing, where he wants to go, anything then someone is reading the story out loud.

Questions > Pause after every question to give children time to think about every answer. How did you feel during the activity? Was it easy, difficult, fun, etc.? Did you learn anything new about one of your peers? What? What do you think of the final story?

This activity is working better when the group have a common experience altogether, in that perspective it will be more creative with a higher sense of belonging. The teacher/educator is welcome to add elements to the story to make it lively and fun for the group, they can as well do it in sub-groups and compare.

29. Fair or Unfair

COMPETENCY **POSITIVE SOCIAL SKILLS**

AGE GROUP **5-8 YEARS**



Time:
30 minutes



Aim of the game:
Understanding of the difference between fair and unfair while drawing



Group-size:
30 children



Resources:
Coloured and white A4 papers, pencils, coloured pencils, and felts.

Space:

Space for 2 teams to work in groups

Arrangement:

Prepare two tables with different materials, on one table there is white and coloured papers with felts, coloured pencils, and felts while on the other there is only pencils and white papers.

How to play

1. When the children start the activity asks them to divide by alphabetical order and the first half (starting with A) will sit at the privileged table while the others sit at the other one. Ask them to draw something they like. At this point be aware of reactions and feelings, sometimes children ask for more resources or complain about the situation, in this case ask the group what they think we should do? If no one is attempting to change the situation, let it go and stop after a while to gather their reaction and share the resources.
2. In all cases make sure all children understand why the table were as such and tell them that they have the right and power to act when they encounter unfair situations.

Questions > Pause after every question to give children time to think about every answer. How did you feel during the activity? What was easy, difficult? What did you feel when you sat at your table? What is fairness? What are the links between this activity and justice in life?

The teacher has to be very cautious about children's feelings however need at least to let a short time pass, so they learn from the experience.

30. The Shared Portrait

COMPETENCY **POSITIVE SOCIAL SKILLS**

AGE GROUP **9-11 YEARS**



Time:
30 minutes



Aim of the game:
Developing connection
and trust in pairs



Group-size:
30 children



Resources:
Gouache or acrylic paint (6
colours), one brush per
participant of different sizes
(to share) 1 pencil per
participant, Water, and cups

Space:

Space for 2 teams to work in groups

Arrangement:

Invite children to place themselves in
groups of two.

How to play

The aim is to produce a portrait of the other. Each one will have a portrait of self-created by your partner at the end of the activity.

1. First of all, children are asked to pair up with someone they appreciate and, on the paper, start drawing out the contour of the face. Once the contours are created, the participants add details to the profile, observing the person and sizing details with precision. They focus on the ears, eyebrows and eyes, nose, and mouth.
2. To do so, children are invited to create their own colours and share them (mixing up different basic colours). It is likely that participants should be helped by the facilitator to identify the best colour, or mix of them, to represent colour of the skin (red and white, black, and yellow in small quantities).
3. They are advised to start by applying the background colour (preferably plain) and then apply the entire colour of the skin (including the hair and beard). They then add the colours of the face, eyes, hair, lips etc.
4. They will finish by the shadows and will realize the contours with felt. The participants sign the portrait they have just produced. It is then possible to make a series of photographs (pair, alone with the portrait or with one's own portrait, in a group, in a creative way by posing with one's other profile etc.).
5. Participants are invited to offer the completed portrait to their peers and keep it.

Questions > Pause after every question to give children time to think about every answer. How do you feel? What did you like in the process and what was more difficult? What did you learn about yourself, each other? How did you feel when you received the portrait? How this creative portrait is helpful in connecting with each other?

It is important to make the participants understand the need for silence and concentration, but also the need to take the time for precise movements. It is possible to prepare the different mixed paint colours beforehand and make them available to the group's members.

31. The Mind Map

COMPETENCY **EMOTION REGULATION**

AGE GROUP **9-11 YEARS**



Time:
30 minutes



Aim of the game:
Exploration of their inner-self
and creation of a personal
representation of their hopes



Group-size:
30 children



Resources:
One A4 paper and a pencil
per child

Space:

Space for children to form one big group

Arrangement:

The whole classroom

How to play

1. The teacher/educator should have a mind map (from internet or a personal one) so he can show them how it could look like. Each child receives an A4 paper then the teacher can present the mind map tool as a visual expression of one's understanding and find options, it can be related to many topics although in this activity it should be related to children's hopes and purpose.
2. First of all, children draw a circle in the centre of the paper and write "my hopes" in it. The process is for them to think about their hopes and draw branches from the centre where they can categorise the main points and add subdivisions to explore further each category.
3. Within the sub-branches you can write some challenges, questions, resources, opportunities etc. By structuring their thoughts visually, they will unveil unseen options or wishes they never thought about.
4. The teacher/educator needs to give some time and space for the process although remaining available for support, rephrase and feedback to push children in their reflections. At the end of the session those who wish to share their creation can do so, however it should be done in a respectful atmosphere.

Questions > Pause after every question to give children time to think about every answer. How was the activity for you? What was easy? What was difficult? What did you learn about yourself? How did you find the mind map tool? Would you use it otherwise? How? What is helpful in connecting with your inner self?

The teacher/educator needs to explore first on his own the mind map tool and its inner impact to understand how children will react to it therefore be able to support them best.

32. The Newspaper Article

COMPETENCY **EMOTION REGULATION**

AGE GROUP **9-11 YEARS**



Time:
30 minutes



Aim of the game:
Development of an image of self in the future and receiving feedback



Group-size:
30 children



Resources:
One A4 paper and a pencil per child.

Space:
Space to work individually

Arrangement:
The whole classroom

How to play

1. The teacher/educator explains to the group: "Five years from now, your local newspaper does a story about you and something you have achieved. They want to interview three people who know you well – for example: a parent, a friend, a sibling, a teacher, etc. What would you want them to say about you?". While writing the interviews children must try to take different perspectives not to repeat three times the same story.
2. Ask the children to write down the names of three key people in a list and then write beside each name what they would like that person to say about them. They could then write the whole newspaper article about themselves.
3. The teacher/educator should take a moment with each child to ensure they understood well the activity and support their thinking process.
4. At the end of the session ask for volunteers willing to share their article.

Questions > Pause after every question to give children time to think about every answer. How do you feel? What did you like in the process and what was more difficult? What did you learn about yourself? How can you realise what is in the article? Can you find links between this game and your daily life? Which ones?

The teacher has to ensure that the article content is realistic as it would be counterproductive to say something unattainable.

33. Let the Farmer Sleep

COMPETENCY **EMOTION REGULATION**

AGE GROUP **6-11 YEARS**



Time:
30 minutes



Aim of the game:
Development of dexterity



Group-size:
30 children



Resources:
No resources required

Space:

Space for children to form one big group

Arrangement:

Have children sit in a big circle, and you will sit in the centre

How to play

1. Tell the background story: “There was once a farmer who had been working in his fields all day, in the hot burning sun. He was very tired at the end of the day and came and slept under this tree (point to an imaginary tree). He fell asleep without noticing that there were a lot of big, sharp needles (imaginary) all around him! Some children saw this and decided to remove the needles one by one, very quietly, without waking him up.”
2. You can play the farmer and pretend to sleep in the middle. The children will come one by one to remove the (imaginary) needles as quietly as possible.

TIP > If you do not feel comfortable playing the farmer, ask a child to volunteer to play the farmer.

TIP > If needed show the children how they must quietly come to the farmer and pick up the needles.

3. If the farmer hears steps, without a word he or she will point in that direction. If that is where the child came from, he or she will have to go back silently and try again later. If the child is successful in picking up the needles and going back without being heard by the farmer, he or she will go back to their place, close their eyes, and relax.
 4. Play the game till everyone in the circle has picked up needles and fallen ‘asleep’.
-

Share the message of the game – “In this game you must have felt emotions like nervousness or excitement, but you had to control these emotions and complete the task without being caught.

After you successfully removed the (imaginary) needle you had to close your eyes too. In this game you practiced how to control your emotions and relax your body.”

34. What am I feeling today?

COMPETENCY **EMOTION REGULATION**

AGE GROUP **6-11 YEARS**



Time:
45 minutes



Aim of the game:
Drawing to express feelings



Group-size:
30 children



Resources:
Coloured and white A4 papers, pencils, coloured pencils

Space:

Space for children to sit comfortably and draw

Arrangement:

Have children sit in small circles to share the crayons/colour pencils.

How to play

1. Give a sheet of paper to each child and give each group crayons/colours to share.
2. Tell children that this is their time to relax, draw and colour a picture of what they are feeling today.
3. The only rule is that they have to draw in complete silence. If they need something from someone else, they can only use gestures, not words to communicate.
4. Spend the last 10 minutes going around and asking children what title they would give their drawing.
5. The facilitator can write the title on the drawings.

SENSITIVITY TIP > Look for any signs of severe emotional distress or abuse in the children's drawings. If you do see some signs, refer the child through the relevant referral mechanism.

Questions > Pause after every question to give children time to think about every answer. Were there any difficult moments in the game? What have you learnt about yourself or others? How did you feel during the game? How easy is to express your emotions? Can you think of an example in your daily life?

Share the message of the game – “The purpose of this game was to make you think about how you are feeling and identify and express it through the drawing.”

ADAPTATION > If the children are very young, they will probably not be able to draw very clear drawings with actual figures. Let the children draw freely to express themselves and let them interpret the drawing for you.

35. Feeling Charades

COMPETENCY **EMOTION REGULATION**

AGE GROUP **6-11 YEARS**



Time:
30 minutes



Aim of the game:
Guessing the feeling acted out



Group-size:
30 children



Resources:
20 pieces of paper with different emotions

Space:
Space for children to form groups

Arrangement:
Divide the children into 5 teams, and name them Teams A, Team B and so on.

How to play

1. Prepare the pieces of paper with 20 emotions (suggested emotions: happy, lonely, scared, bored, angry, sad, upset, surprised, strong, proud, afraid, glad, shy, worried, tired, love); prepare a scorecard on the board to keep scores in the game.
2. One player from Team A will come, pick up a piece of paper and act out the emotion. The other team members in Team A will have 3 guesses to name the emotion.
3. If Team A cannot answer correctly, the other teams will get one guess each to name the emotion.
4. Repeat this with each team.
5. Each team will get 10 points for every correct guess.
6. At the end of the game, count the points for each team and declare the winner. Have everyone clap for the winning team.
TIP > You can increase the number of emotion papers and have children add more emotions.

Questions > Pause after every question to give children time to think about every answer. Were there any difficult moments in the game? What have you learnt about yourself or others? How did you feel during the game? How easy is to express your emotions and which emotion was easier to express?

Share the message of the game – “The purpose of this game was to help you practice naming emotions and also understanding how different people express emotions.”

ADAPTATION> Adapt for younger children by using only basic emotions – happy, scared, angry, sad, surprised, strong, afraid, shy, worried, tired, love. Children can repeat the emotions. If the children are too young to read the emotion from the paper, the teacher can read it and quietly tell them the emotion to play.

36. Storytelling

COMPETENCY EMOTION REGULATION

AGE GROUP 6-11 YEARS



Time:
45 minutes



Aim of the game:
Building a story together
using emotion cards



Group-size:
30 children



Resources:
6 big cards with drawings of
emotions; a flipchart

Space:

Enough space for children to sit in one big circle

Arrangement:

Have children sit down in one big circle.

How to play

1. Prepare 6 big cards (A4 size) with different emotions (suggested emotions – happy, scared, angry, sad, surprised, strong, afraid, shy, worried, tired, love), put up flipchart where everyone can see it.
2. Keep all the cards hidden with you. Tell children that they will be creating a story together. Remind them to be sensitive to their friends in the class and not say anything in the story that could upset someone else.
3. Ask the group the following questions and draw the suggestions on the flipchart: • Where will this story take place? • Who will be the main characters in the story? • What else will be part of our story?
TIP > Allow children to state up to 10–12 random things they want in the story (for example, dogs, moon, bathroom etc.).
TIP > Draw the suggestions on the flipchart to include the children who cannot read.
4. Ask one child to volunteer to start. Pick out a random card and hold it up for everyone to see.
5. The child will say the emotion depicted on the card and start the story using on the information on the flipchart. The story can go in any direction, as long as it uses the emotion on the card.
6. After 1–2 lines of the story, hold up another emotion card.
7. The next child will continue the story using the new emotion card and the story elements on the flipchart. This continues till everyone has had a turn and all the story elements are used.
TIP > Jumble up the emotion cards a few times throughout the game.

SENSITIVITY TIP > Listen for any signs of severe emotional distress or abuse in the children's stories. If you do see some signs, refer the child through the relevant referral mechanism.

Share the message of the game – “Through this game we all learned more about different emotions and how people can express their emotions.”

37. Thumbprint feelings book

COMPETENCY **EMOTION REGULATION**

AGE GROUP **6-11 YEARS**



Time:
45 minutes



Aim of the game:
Creating and thinking upon a number of feelings



Group-size:
30 children



Resources:
Paint in plates (5–6 children can share one), one pencil for each child, 6–8 small sheets of paper per child, stapler/string

Space:

Space for children to sit in small groups to share art supplies

Arrangement:

Children work independently but sit in small groups to share art supplies.

How to play

1. Tell children that they will be making their own 'Thumbprint feeling books'.
TIP > You can make your own 'Thumbprint feeling books' prior to the class to show children a sample.
2. Explain the process of making a 'Thumbprint feeling books' to children: • Lightly dip the thumb in paint. • Let any extra paint fall off on the plate. • Place the thumb on the paper to make a thumbprint with the paint. • Wait for it to dry. • Draw a face with a feeling on it and a stick figure body. • Show them the example below.
TIP > If children can, they can write "Sometimes I feel ..." on top of the thumbprint.
3. Tell children that they should make thumbprints with different colours on different pages and then draw on them.
TIP > Tell children to use very little paint, otherwise the thumbprint will take a long time to dry.
4. Staple or string the pages together to make a book for each child or help children do it themselves if they can.
5. Display all the books around the classroom and have children walk around and see the feelings their friends feel.

Questions > Pause after every question to give children time to think about every answer. Were there any difficult moments in the game? What have you learnt about yourself or others? How did you feel during the game? Can you think of examples that you did not feel similar to a friend?

Share the message of the game – "Through these thumbprint drawings we expressed the different emotions we feel. By looking at other feeling books we also saw that our friends sometimes feel similar emotions as us."

38. Let's make a Song

COMPETENCY **EMOTION REGULATION**

AGE GROUP **6-11 YEARS**



Time:
30 minutes



Aim of the game:
Creating familiar tunes to make a new song with your group



Group-size:
30 children



Resources:
No resources or preparation required

Space:

Space for children to work in groups

Arrangement:

Have children sit in small groups of 5–6 children each

How to play

1. Children will work in their groups to write 2 verses of a song. They have to pick a feeling that will be the theme for their song and a familiar tune (from the song they already know) to which they will sing the song.
2. Give each group 5 minutes to decide the feeling they will use as the theme of their song and a familiar tune.

TIP > You can assign feelings to children if they are unable to choose.

3. Give each group 15 minutes to create their song and fit it into the chosen tune.

TIP > They can change the tune if it does not fit with the words.

4. Have each group take turns to perform their song for the class.

Questions > Pause after every question to give children time to think about every answer. Were there any difficult moments in the game? Can you explain the reason? What made you choose this emotion? What have you learnt about yourself or others? How did you feel during the game? How easy is to control your emotions? Can you think of examples that you did not manage to do so?

Share the message of the game – “Through this game we learned more about our chosen emotion through a song.”

ADAPTATION > Adapt for younger children by having everyone sit together in a big group and guide a process where the entire class can create a song together.

39. Degrees of emotion

COMPETENCY EMOTION REGULATION

AGE GROUP 6-11 YEARS



Time:
30 minutes



Aim of the game:
Express the given emotion with different degrees of intensity



Group-size:
30 children



Resources:
Chalk/tape/rope, 4 A4-size signs with thermometers with different degrees (example below), a list with emotions written on them

Space:
Space for children to sit in small groups to share art supplies

Arrangement:
Have the children sit in front of the stage space

How to play

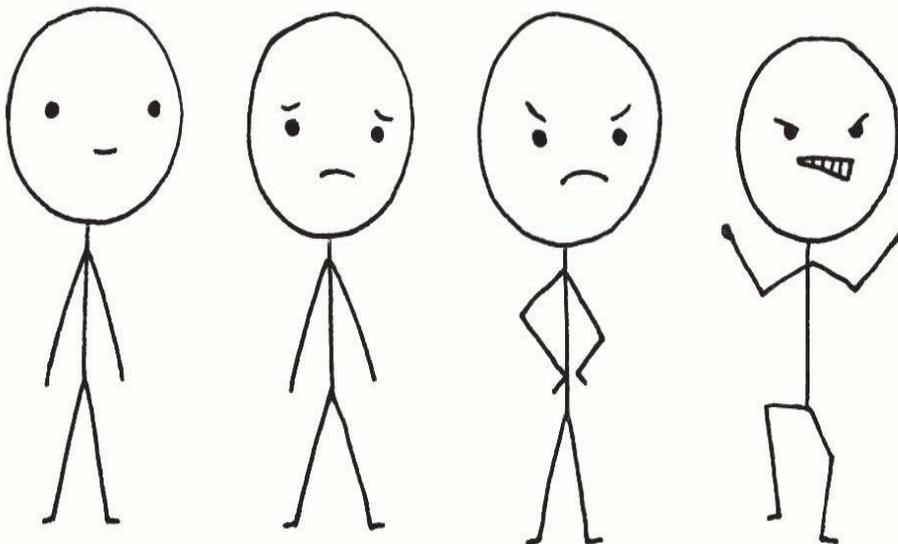
1. Prepare the stage by putting up the thermometer with the lowest marking at the back of the stage and the one with the highest marking right in front. Mark 2 small lines with the chalk/tape/rope from the back to the front, 2 steps away from each other. Put the other 2 thermometers signs in increasing order from back to front.
2. Explain to children that on the stage the lowest red mark means 'calm' and highest red mark means 'the highest degree of the emotion'. The ones in the middle show the growing strength of the emotion.
3. Point out that there is no thermometer with all red because it is never healthy to reach that level of emotions. While acting out they have to control their emotions and not act out any emotion to the maximum level. Have each child come to you one-by-one. Whisper the emotion to the child. Examples of emotions to use in this game: • Happy • Scared • Surprise • Sadness • Tiredness • Joy • Excitement • Irritation • Pride • Bored etc
4. He or she will go to the back of the stage, stand in stillness under the minimum thermometer for 2 seconds, step forward on the next line and show a small amount of the emotion. Then he or she will step forward to the next line and show medium amount of the emotion. Finally, he or she will stand on the last line with the highest level and show an increased amount of emotion.
5. Next, he or she will go in reverse, reducing the intensity of the emotion and finally ending up on the minimum emotion and standing still for 2 seconds.

TIP > You can show the children how it is done using an emotion like 'anger' which is easy to understand. For example, start right at the back standing still, then step forward and put a slight frown on your face, increase the anger slightly by intensifying your facial expression and clenching your first, finally step to the highest level and increase it more by stomping your foot with an angry expression.

6. Then perform the same emotions in reverse order, ending in stillness. After each child is done, the others will have to guess the emotion.
7. The game will be over when all the children have had a turn. End the session with a whole group discussion, asking children how their body and mind felt at the different stages.

Questions > Pause after every question to give children time to think about every answer. Were there any difficult moments in the game? Can you explain the reason? Which attitudes helped or hindered the smooth running of the game? What have you learnt about yourself or others? How did you feel during the game? How easy is to control your emotions? Can you think of examples that you did not manage to do so?

Share the message of the game – “Through this game you were able to understand how emotions can have different levels and also practiced how to express your emotions in a controlled manner. You also saw how your friends express their emotions. If you think about how your body felt during this game, you will realize that it felt the most relaxed and calm when you were standing still.”



40. Tiger Tiger Panther

COMPETENCY **EMOTION REGULATION**

AGE GROUP **6-11 YEARS**



Time:
30 minutes



Aim of the game:
Run as fast as you can, stop to shake hands, then race to get the free space.



Group-size:
30 children



Resources:
No resources required

Space:

Space for children to sit in one big circle

Arrangement:

Have children sit in one big circle

How to play

1. Explain the rules of the game to children. One child will volunteer to start the game, and he or she will be called the 'lion'. The lion will stand outside the circle and does not have a seat in the circle.
2. When you say "Go!" the lion will walk outside the circle and tap any two players calling them 'tiger'. The tigers do not move, they must keep sitting.
3. The lion will touch a third player, calling her or him 'panther' and start running. The panther will also quickly jump up and start running in the opposite direction of the lion.

TIP > If it is not appropriate for children to touch each other, give everyone a long slip of paper they can use to tap each other.

4. When the lion and panther meet, they will stop, shake hands, greet each other in their language, and then run as fast as they can to take the free seat left by the panther. If one of the players does not come to a full stop, he or she will lose their seat immediately.
5. Emphasize that the lion and panther must come to a complete stop to shake hands, and not do it while moving.

TIP > If it is not appropriate for children to shake hands, ask them to come to a complete stop and greet each other in their language. The player who does not get the seat will become the lion for the next round and the game will continue till every child has had at least one chance to be a lion or a panther.

6. Tell the children that everyone must get a turn for the game to be complete so that they involve all the children.

TIP > You can modify the game to have children walk, hop, or skip instead of running. You can also tell them to use different greetings while shaking hands.

Questions > Pause after every question to give children time to think about every answer. Were there any difficult moments in the game? Can you explain the reason? Which attitudes helped or hindered the smooth running of the game? What have you learnt about yourself or others? How did you feel during the game? How easy is to control your emotions? Can you think of examples that you did not manage to do so?

Share the message of the game – “In this game, the lion and the panther were feeling very excited and running fast and they suddenly had to calm down and come to a full stop in the middle. This helped you practice controlling your emotions and calming down quickly when needed.”

ADAPTATION > If there are children with physical disabilities in the class, adapt the game to include them. Instead of running, ask children to walk fast. Assign a ‘buddy’ to each child with a disability so when their turn comes to play a tiger or panther their ‘buddy’ can walk with them and help them out.

41. Ming – Mang – Mong

COMPETENCY BRAIN BUILDING

AGE GROUP 6-11 YEARS



Time:
30 minutes



Aim of the game:
Pay attention, remember the rules, and be alerted to respond on your turn



Group-size:
30 children



Resources:
No resources or preparation required

Space:

Space for children to form one big circle

Arrangement:

Have all children stand in one big circle

How to play

1. Limit the boundary – the game will be played within a confined circle.
2. Ask one child to start the game by looking and pointing to another person clearly and say – “Ming!”
3. The child who got “Ming!” will look and point to someone else in the circle and say “Mang!” The child who got “Mang!” will look and point to someone else in the circle and say “Mong!” The child who gets “Mong!” has to do nothing. The child to the right of the one who got “Mong!” will start the round again and look and point to someone and say “Ming!”
TIP > Remember to look and point very clearly.
4. Do the Ming-Mang-Mong continuously.
TIP > Start slowly and then keep increasing the speed. Whoever misses their turn or makes a mistake has to raise both their hands, say “Ming! Mang! Mong! I got it wrong!” and sit down in their place.
5. Play until 5 children are left. Have everyone clap for them.

Questions > Pause after every question to give children time to think about every answer. Were there any difficult moments in the game? Can you explain the reason? What have you learnt about yourself or others? How did you feel during the game?

Share the message of the game – “In this game you practiced how to remember the rules, focus our attention and be alert to respond correctly. These skills sharpen your brains and make



42. What's in my bag?

COMPETENCY **BRAIN BUILDING**

AGE GROUP **6-11 YEARS**



Time:
30 minutes



Aim of the game:
Memorize and recall all the things in the bag



Group-size:
30 children



Resources:
A large piece of cloth or tray with 15 medium to large things from around you, a big cloth to cover the things, one paper and pencil per child, timer, a list of the things in the tray

Space:

Space for children to form one big circle

Arrangement:

Have all children sit in one big circle. Place the bag in the middle where everyone can see it.

How to play

1. Place the cloth/tray with all the things in the middle of the circle.
2. Give children 5 minutes to look into it and try to memorize everything inside it.
3. Children can sit or stand in their places to look at the items in the bag but cannot come forward or push anyone else.
TIP > Make sure that every child in the circle can see the cloth/tray – if not, you can play the game in 2–3 small groups.
4. After 5 minutes, cover the things with the big cloth. Give children 5 minutes to draw all the things.
TIP > If children are able to write, they can write the list instead of drawing.
5. Everyone has to make this list alone. They cannot ask anyone else for help.
6. After 5 minutes, make children exchange their list with the person next to them. Have them check their partner's answers as you read from the list of things prepared in advance.
7. Ask children to clap for themselves for playing the game well.

Share the message of the game – “In this game, you practiced how to focus our attention on the things and remember them in your heads. These skills sharpen your brains and help you learn better.”

ADAPTATION > If you feel that children will be unable to remember the things alone, you can have them work in pairs to prepare one common list. > Adapt for larger groups of children by playing in two groups.



This project is co-funded by the Rights, Equality, Citizenship Programme 2014-2020 of the European Union.

43. Head shoulders knees toes

COMPETENCY **BRAIN BUILDING**

AGE GROUP **6-11 YEARS**



Time:
30 minutes



Aim of the game:
Follow complex instructions and regulate actions



Group-size:
30 children



Resources:
No resources required

Space:

Enough space for children to form one big circle

Arrangement:

Have children form one big circle.
You stand in the circle, where everyone can see you.

How to play

1. Ask all the children to touch their head, touch their shoulders, touch their knees, and touch their toes. Practice this a few times.
TIP > You can show how this is done and children can follow.
 2. In Round 1, when you say, "Touch your toes!" children have to touch their head, and when you say, "Touch your head!" children have to touch their toes. Practice Round 1 a few times.
TIP > Start slowly and as the children become better at the game, increase the speed of the instructions.
 3. In Round 2, when you say, "Touch your shoulders!" children have to touch their knees, and when you say, "Touch your knees!" children have to touch their shoulders. Practice Round 2 a few times.
 4. In Round 3, combine Rounds 1 and 2. When you say, "Touch your toes!", children have to touch their head, when you say, "Touch your head!", children have to touch their toes; when you say, "Touch your shoulders!", children have to touch their knees, and when you say "Touch your knees!", children have to touch their shoulders.
 5. Play the game until children start getting most of the actions right or until they get tired.
-

Share the message of the game – "In this game, you had to keep many difficult rules in your head and to do actions which are confusing. For example, when I asked you to touch your head you had to remember not to touch your head but to touch your toes! It became more and more difficult to do this as the speed of the game increased. Doing such confusing tasks, helps your brain learning new things quickly, change your thinking according to different situations, and do difficult tasks more easily."

ADAPTATION > If children are not comfortable talking about their body parts, adapt the game to parts of the face – "head, nose, eyes and ears". You can also adapt it to play with the 4 directions – "up, down, left, right". To play with directions, you may have to teach children the directions first.

44. Our class cat

COMPETENCY BRAIN BUILDING

AGE GROUP 6-11 YEARS



Time:
30 minutes



Aim of the game:
Remember the words
used to describe the Class
Cat



Group-size:
30 children



Resources:
A large flipchart, marker,
one small piece of paper
and pencil for each child

Space:

Space for children to form one big semi-circle

Arrangement:

Have children sit in one big semicircle so that they can all see the flipchart

How to play

1. Distribute one small piece of paper and one pencil to each child.
2. Ask each child to write the first letter of his/her name on the paper and hold it up so that everyone can see it.
3. Draw a simple picture of a cat on the flipchart and tell the children that this is our Class Cat. Tell them that we will find words to describe the Class Cat.
4. Each child has to think of a word to describe the cat and the word must begin with the first sound of his or her name.
5. Pick a child to start the game. He or she will say “Our Class Cat is...” and complete the sentence with a word to describe the cat.
6. For example, if a child’s name is Nina, she will say “Our Class Cat is ... neat!” The child to the right will add on their word describing the cat, by saying “Our Class Cat is... neat and (word to describe cat).”
7. For example, Ali will say “Our Class Cat is neat and angry!”
8. This will continue with each child remembering and repeating all the words used to describe the Class Cat and adding their own in the end.
9. The child who started has to end the game by remembering all the words.
10. At the end, ask 1–2 other children if they can also remember all the words.

Questions > Pause after every question to give children time to think about every answer. Were there any difficult moments in the game? Can you explain the reason? What have you learnt about yourself or others? How easy is to remember all words? Do you have any ideas on how you can improve your memory?

Share the message of the game – “In this game you had to keep a lot of words in your head! This increased your brain power to think quickly and remember things.”

45. Counting to 10

COMPETENCY **BRAIN BUILDING**

AGE GROUP **6-11 YEARS**



Time:
25 minutes
(flexible)



Aim of the game:
Focusing attention and
working together to count
to 10 as a team



Group-size:
30 children



Resources:
No resources required

Space:

Space for 5 groups to work in small teams
without disturbing each other

Arrangement:

Divide all children into teams of
5–7 children each

How to play

1. Tell the children that in their teams they need to count to 10 aloud but only one person can talk at one time. One child will begin by saying “one” and then another child will continue the counting until the group reaches “10”. Every time 2 members speak together; the group must start all over again from “one.”
2. They cannot speak to decide a strategy – they can only use eye contact and gestures.
TIP > This game is harder than it seems because often 2 members of the group will say the same number at the same time. They must successfully work together, using eye contact and caution, to reach “10.”
3. Give teams 5 minutes to practice counting to “10”. Have all the teams come in front of the class one by one and count to “10”. The teams that can count to “10” with only one child saying one number at a time, get a round of applause from the rest of the class.
TIP > You can also have children change their groups a few times and play this game with different groups.

Questions > Pause after every question to give children time to think about every answer. Were there any difficult moments in the game? Can you explain the reason? How did you feel during the game? Was it like making mistakes?

Share the message of the game – “In this game you had to stop yourself from counting all the numbers yourself and look very carefully at your friends in the group to figure out how you could complete the task together. You also learned how keep trying to achieve the goal despite making mistakes. You practiced focusing your attention on the problem and working together to solve it.”

46. The Little Blind Train

COMPETENCY **BRAIN BUILDING**

AGE GROUP **6-11 YEARS**



Time:
30 minutes



Aim of the game:
Development of concentration and observation skills



Group-size:
30 children



Resources:
A few scarves to cover the eyes (Non-compulsory).

Space:

Space for children to form one big circle

Arrangement:

Divide children in groups of four or five and hold to each other's shoulders

How to play

1. The players place themselves one behind the other in groups of four or five and hold on to each other's shoulders. The last child, the engine, keeps the eyes open; the others, the carriages, have their eyes closed (or otherwise wear a headband/scarf on their eyes).
2. The last player must drive the train by giving non-verbal signals through touching: to move forward, pressing the hands simultaneously on the shoulders of the player in front, who passes on the message received, until the first one receives it and starts forward; to go to the right, pressing the right shoulder; to go left, the left shoulder; to stop, lifting both hands off the shoulders (no contact). The aim of the game is to walk in the designated area without the trains colliding.
3. The carriages are not allowed to open their eyes.
4. It is useless, even counter-productive to start immediately with a train of more than four children (especially avoid taking the whole group at once), because this makes it too difficult and unlikely that the players learn anything. The teacher/educator must therefore separate the group into several little trains for the most optimal experience.
5. Later on, and if the children have really understood the principle of the game and feel confident, it is possible to add carriages to the trains.
6. The teacher/educator must insist on the level of concentration, precision of messages and often also on gentleness in any contact. To compensate for having no sight, the tendency is to touch roughly.

Note: the pressure should not be continuous, but the message should pass as quickly and clearly as possible from the last player to the first one, who is the one who activates the movement. The difficulty can be in the delay between the order being given and the movement taking place. The tendency is to receive the message, understand it and obey even before passing it on. Often, the first time, the trains deliberately collide with each other, when in fact the aim is to avoid one another. It is good to remind everyone that it is a game where they learn to trust (the carriages) and become trustworthy (the engine). Insist on the need to anticipate changes in direction (the engine). The roles are very different (middle, front and back), which is why it is important that the roles are changed so that everyone has a chance to try each position.

ADAPTATION > To make the game more difficult, it is possible to place obstacles that each train must go around without touching. The game can also be played by trotting around, or by making the trains longer, with more players.

Holistic Educational Approach

Questions > Stop after each question to give children time to think about each answer. How do you feel the game went? Was it easy, difficult, etc.? Did you feel comfortable? What strategies were used? What does it mean to you to be part of a team? What was it like to be at the beginning or at the end? What other variations of the game can you think of? Did you learn anything new? If so, what?

47. The Sun and the Moon

COMPETENCY BRAIN BUILDING

AGE GROUP 4-8 YEARS



Time:
30 minutes



Aim of the game:
Development of the
capacity for concentration
and mobility



Group-size:
30 children



Resources:
A timer

Space:

Space for children to move around freely

Arrangement:

Have all children move in a
marked-out area

How to play

1. The children move around freely in a big enough play area which is marked out by the teacher. The teacher/educator and the children act out different ways of moving around. Then the game can start. The owl – who is the teacher/educator at the start, then the children take turns – is the timekeeper. When he says 'sun', the children need to copy the way the owl moves around (feet together, by little jumps, imitating an animal, etc.).
2. When he says 'moon', the players need to take up the night position previously decided and demonstrated (crouched down with their head in, lying flat on their tummies, etc.).
3. An observer is chosen at the beginning of the game to help the owl find which player is the last to take up the relevant position. This child then becomes the observer, and the observer becomes the owl.
4. And the game continues like this until all the children have had a chance to play the role of the owl.
5. The roles are switched as follows: a player → the observer → the owl → a player. The players must move around in the way the owl decides. It is strongly recommended to find a new way to move every time a different child plays the owl. Use of imagination is necessary!
6. It is important that the owl gives each player a chance to practise the movements but not for too long, to avoid it becoming too easy.
7. The teacher/educator must make sure all the players get a chance to play the role of the owl, even if it is during a different play session. If the teacher/educator realizes that some children, do it on purpose being the last in order to become the owl, then he can change the rule and it is the first player taking up the relevant position who becomes the observer and then the owl.
8. The teacher/educator can also decide to tell a story where the words 'sun' and 'moon' appear frequently.

9. To make the game more cooperative, the players can be put into pairs (holding hands, arms, etc.), which increases their confidence in each other and the need to consult with each other and to coordinate the movements.

Questions > Pause after every question to give children time to think about every answer. Were there any difficult moments in the game? Can you explain the reason? What may hinder concentration in you? What have you learnt about yourself or others? How did you feel during the game?

ADAPTATION > To vary the game, the night position (moon) can also be changed by the group and related to the way that is chosen for moving around. For older children, the owl can be called something else, the words can be changed, and the movements made more complicated.

48. Freeze Unfreeze

COMPETENCY BRAIN BUILDING

AGE GROUP 8-11 YEARS



Time:
30 minutes



Aim of the game:
Development of creative thinking and imagination through body language, as well as self-confidence and respect for others



Group-size:
30 children



Resources:
One or two balls

Space:
Space for children to form one big circle

Arrangement:
Have all children in one big circle

How to play

1. It is interesting to start this game by bringing an imaginary ball 'to life'. The children form a circle and each one in their own way brings the ball to life (by pretending to hold it against their chest, by blowing on it, etc.).
2. Then they give it carefully to their neighbour who takes it and passes it on round the whole circle. Then a real ball appears that the children throw around. At first, they stay in the circle and do not move. Next, they walk in the circle and the ball is no longer thrown to the neighbour but as fast as possible to anyone in the group. When the ball falls, everyone freezes in whatever position they are in.
3. The one who dropped the ball, and who froze everyone, becomes a flame that tries to unfreeze the others by gesticulating, making noises, making faces, or laughing, but without touching them.
The first child who moves or who makes a sound (laughter, speech) becomes another flame that helps to unfreeze the rest of the group; and so, it goes on until there is only one frozen player left.
4. Then passes with a new 'magic ball' start again.
5. It is forbidden to touch (physical contact) when unfreezing a person.
6. It is recommended to do another exercise in preparation for this game, because the group should feel well and comfortable in expressing themselves (e.g., Activity no 22). It is possible to add another ball to make the game more difficult and offer more possibilities for unfreezing. In this case, the first ball falling freezes everyone, and the other ball automatically stops being passed around. The way the children move around or how the ball is thrown can change to make the game more interesting (running, backwards, side-stepping, feet together, changing direction, ball over the head, ball between the legs, etc.).
ADAPTATION > The object that represents the 'ball of life' can change, for example a frisbee, a basketball, a tennis ball, etc. to vary a bit and make the game more difficult.

49. Picture Recipe Book

COMPETENCY BRAIN BUILDING

AGE GROUP 6-11 YEARS



Time:
45 minutes



Aim of the game:
Work together to draw out the sequence of cooking dish



Group-size:
30 children



Resources:
A4 sheets – 8 per group, pencils, crayons, flipchart, stapler, or pieces of string

Space:
Space for 4 groups to work without disturbing each other

Arrangement:
Divide all children into 4 teams and distribute the art material

How to play

1. Tell teams that today they will make a recipe book. If needed, explain that a recipe book is like a picture book which tells you how to cook something. Give teams 3 minutes to talk among themselves to decide the dish for which they will draw the recipe.
2. Explain the format for writing the recipe from the flipchart.
3. Give teams 30 minutes to draw out the steps of preparing the dish they chose. They must make sure that each step of making the dish is clearly depicted according to the format. Explain that if someone does not know how to cook their dish, they should be able to look at the recipe book and learn how to make it.
4. After all the teams are done, staple or tie each recipe together. Each team will take turns to present their recipe in front of the class.
5. Tie or staple all the recipes together into one picture recipe book.

Questions > Pause after every question to give children time to think about every answer. Were there any difficult moments in the game? Can you explain the reason? Which attitudes helped or hindered the smooth running of the game? What have you learnt about yourself or others? How did you feel during the game?

Share the message of the game – “In this game, you had to work with your team to remember how you cook a dish and explain the steps in the proper order. You practiced thinking skills which help you plan well, organize your thoughts, and explain your ideas to others.

50. The Mirror

COMPETENCY BRAIN BUILDING

AGE GROUP 6-11 YEARS



Time:
30 minutes



Aim of the game:
Developing trust, respect,
creative thinking and observation
skills



Group-size:
30 children



Resources:
No resources required

Space:

A large space for children to stand at least one-arm distance away from each other

Arrangement:

Tell children to find a space to stand, at least one-arm distance away from their neighbours

How to play

1. The players stand in a line facing each other, in silence.
2. Player A is the model and player B is the mirror.
3. A makes a slow, careful movement and B copies it at the same time.
4. B must concentrate to try and anticipate A's movements and to be a real mirror not just a delayed reflection.
5. A must make sure B can follow. The movements must not be too complicated to begin with. It is important to find good non-verbal communication.
6. Swap roles. The first instruction can be to express your identity and observe your peer reflecting it.

Questions > Pause after every question to give children time to think about every answer. Were there any difficult moments in the game? Can you explain the reason? What was it like cooperating with others? What have you learnt about yourself or others? How did you feel during the game?

It is important to remind the players that they need cooperation. In the beginning there will be laughter, but sooner or later the pairs will concentrate and collaborate to make the activity more interesting. The more harmony there is between players the more complex the gestures can be. The teacher can give an extra instruction and ask them to tell a story with movements. Otherwise, to stress cooperation and adaptability, it is recommended to change pairs.

51. Capture the Flags

COMPETENCY **PHYSICAL SKILLS**

AGE GROUP **6-11 YEARS**



Time:
30 minutes
(flexible)



Aim of the game:
Improving speed and
strategic thinking



Group-size:
30 children



Resources:
Chalk/rope, 10 paper or cloth
flags in 2 colours each

Space:

A large open space

Arrangement:

Divide the group into 2 equal teams and name them Team A and Team B. If there are an odd number of children, then you can join one team.

How to play

1. Explain the layout of the playing field to the children – the division line which separates Team A's area and Team B's area.
2. Reiterate that no one can step out of the outer boundary line.
3. Give each team 10 flags which they can place anywhere in their area in 2 minutes. Explain how the game will be played:
 - Once the game starts, they have to go into the other team's area to capture their flags but also protect their own flags from being captured.
 - If a player is in the opposite team's side and is tagged by an opponent (by lightly touching) he/she must go into the 'trap' of that team. This player can only be released when a player of the same team comes into the trap and taps the player to free him/her.
4. All flags captured must be placed in the small square in the corner of the playing areas.
 - The team to capture maximum of the opposing team's flags first wins.
5. Signal "Go!" to start the game. After 10 minutes (flexible) signal "Stop!" and ask the teams to take a 5-minute break to think of a plan to achieve their goal.
6. Signal "Go!" to restart the game. Let children play for another 10 minutes (flexible).
7. Declare the winning team and have everyone clap for them.

Share the message of the game – "In the first round I did not give you any time to plan how you will work to achieve your goal as a team. Before the second round, you had some time to plan how you would capture the flags and save your own team members." Ask children the following questions and have a few volunteers answer each question:

- Did you find it useful to make a plan? Explain how. (Example answer: Yes, we planned to have some people guarding our flags.)
- Thinking back would you have done something differently? (Example answer: Yes, we would have placed our flags far from each other to make it more difficult for the other team to take them.)

TIP > Children can play this game as many times as they want, changing their strategy every time. The size of the playing field can vary according to the available space. You can make the playing field smaller for younger children and larger for older children.

Conclude by saying – “As you saw, it is very important to make a plan to achieve our goals – whether they are our personal goals or goals of a team.”

52. Play Ball Relay

COMPETENCY **PHYSICAL SKILLS**

AGE GROUP **6-11 YEARS**



Time:
30 minutes
(flexible)



Aim of the game:
Development of
concentration and fine
motor skills



Group-size:
30 children



Resources:
Four A4 size pieces of paper,
tape, rope/ tape/chalk

Space:

Space for 5 groups to work in small teams
without disturbing each other.

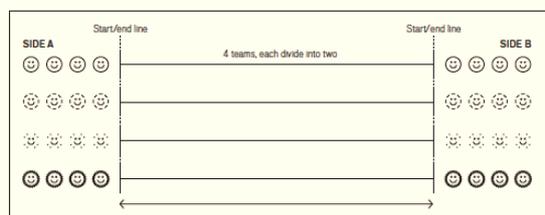
Arrangement:

Divide the children into 4 equal teams. Divide each team
into 2 parts and have each part stand on the opposite ends
of the 4 lines as shown below. If the teams are not equal
one player must go twice.

How to play

1. Give a paper ball to the first child on Side A of each team.
2. When you say "Go!" the first child on Side A of each team (see illustration above) will put the ball on the line, bend over and use their mouth to blow the paper ball to the other end between the 2 lines.
3. When the paper ball reaches the Side B line (see illustration above) the first child on that end will blow the paper ball between the lines back to Side A.
4. If at any point the paper ball goes out of the lines the child has to go back to the starting point and restart.
5. When all the players in the team have played their turn, the team has to shout "Done!"
6. If you want to make this a competition, declare the first team to finish as the winner and have everyone else clap for them. However, make sure that all the teams complete the game.

Share the message of the game – "In this game you had to really focus all your attention to blow the paper ball to the other side while keeping it within the lines. Practicing this skill helps you to focus better on all your tasks and helps you do them better!"



ADAPTATION> You can adjust the difficulty level of the game by making the rows narrower or broader and the ball smaller or bigger.

53. Chain - Chain

COMPETENCY **PHYSICAL SKILLS**

AGE GROUP **6-11 YEARS**



Time:
30 minutes
(flexible)



Aim of the game:
Developing cooperation and
teamwork



Group-size:
30 children



Resources:
No resources required

Space:

Large open space for everyone to move
around freely

Arrangement:

Have children stand in one big circle
to listen to the instructions.

How to play

1. Draw a large circle with chalk or a rope about two meters outside the children's circle (see illustration below)
2. Tell children that this game has to be played within the marked circle.
3. Have a child volunteer to be the 'chain', who will begin the game and try to tag as many children as possible.
4. When you say "Go!" all the children will run within the boundary trying to escape the chain.
5. Anyone who is caught will join hands with the chain and become a part of it.
6. Those at either ends of the chain (i.e., those with one free hand) will try to tag other people and once they do, those people too will join the chain. The chain will keep growing until all the children are part of one long chain.

Questions > Pause after every question to give children time to think about every answer. Were there any difficult moments in the game? Can you explain the reason? Which attitudes helped or hindered the smooth running of the game? What have you learnt about yourself or others? How did you feel during the game?

Share the message of the game – "This game was a fun way for you to learn how to work in a team. When you became a part of the chain, you may have been going in different directions chasing different children. To catch someone, you had to learn to move together as one long chain."

54. The Magical Hoop

COMPETENCY **PHYSICAL SKILLS**

AGE GROUP **6-11 YEARS**



Time:
30 minutes
(flexible)



Aim of the game:
This activity is helpful for a group to know each other's and create bonds in a fun way.



Group-size:
30 children



Resources:
Two volleyballs, two hoops.

Space:

Large open space for everyone to move around freely

Arrangement:

Have children stand in one big circle to listen to the instructions.

How to play

1. The teacher/educator gathers all children in a circle and shares the objectives of the session, and then starts with greetings game in two phases where everyone has to walk around the room and greet everyone saying, "hello, my name is..." for 2 minutes. The second phase of this game is, for everyone still walking, to greet other children though saying, "Hello ... (telling the name of the other child)", the second phase is usually harder if the group play together for the first time.
2. The second game called name throwing can start, divide the group in two circles with one ball each, the instruction is to throw the ball to each other's calling the name of the person receiving the ball before throwing, after 5 minutes you can gather all children in one big circle and play with two balls.
3. Finally, the last game, the magical hoop, can start, the players stand in a circle holding hands. The teacher/educator asks two of the players to let go of each other's hand, puts a hoop between them and asks them to hold each other's hand again. The hoop is hanging between the two players and does the same with two other players.
4. The aim is to pass the hoops from one player to the next without ever letting go of each other's hands. This requires a strategy for getting the body through the hoop and passing it on to the next player as quickly and harmoniously as possible. Progression: when the players have understood what to do, a larger group can play together and one jumping rope (tied with a knot in a loop) can be added.
5. To make it more motivating the players must pass the ropes round in one direction and the hoops in the other, or any other creative idea.

Questions > Pause after every question to give children time to think about every answer. How was it to manage the hoops, which strategies were most effective? What is helpful in connecting with each other's?

ADAPTATION > During the magical hoops game, the teacher should pay attention to the group dynamics in order to add more hoops or new ropes to bring in more challenge when the group's motivation is decreasing for instance. Remind the players to help each other and find strategies to make it go faster by passing the hoops over the head or the feet first. Challenge and cooperation can be integrated by asking the group how many rounds they can do in a set time.

55. The Cat and the Birds

COMPETENCY **PHYSICAL SKILLS**

AGE GROUP **4-10 YEARS**



Time:
30 minutes
(flexible)



Aim of the game:
It develops cooperation and confidence between the children



Group-size:
30 children



Resources:
No resources required

Space:

Large open space for everyone to move around freely

Arrangement:

The teacher/educator defines the play area based on the number of players (between 10 and 16) and marks out three zones in the form of a triangle to represent the birds' nests.

How to play

1. The seeds are scattered on the ground to feed the birds (one seed per bird). The children first name different types of birds (sparrows, pigeons, seagulls, eagles, etc.) and imitate their cries and the way they move.
2. The cat can also be imitated by the players in different situations (asleep, hungry, scared, aggressive, etc.). The group is divided into three families of birds that start the game in their nests; their aim is to each collect a seed and bring it back to the nest.
3. A player takes on the role of the cat with the aim to catch the birds, put them in the cage that has been designated in the middle of the area, and stop the other birds from freeing them. The game starts when the teacher calls a family of birds, the crows for example, to leave their nest to collect their seeds. If the cat catches a crow, they put the bird into the cage. The captured crow can be freed by any other bird, even from another family, and brought back to their nest, held by their 'foot'. When each crow has managed to bring back a seed, they return to their nest.
4. Then another cat is chosen, and another family of birds is called, and so on, until all the seeds have been collected.
5. The cat cannot go into the nests, but he can move freely all around them. The birds are obliged to leave their nests when they are called and cannot return until they have collected a seed.

SENSITIVITY TIP > With regard to touching/catching, the teacher/educator must remain attentive and ensure gestures are made with respect, to avoid any aggressiveness.

ADAPTATION > To make the game more dynamic, the teacher may decide to call several bird families at once. It is also possible to add another cat to create synergies and different action strategies (either two cats moving on their own or a pair that hold hands). Depending on demand or the situation, the animals can be changed (antelopes and a lion, etc.).

This bird metaphorical game allows children to discover what it means to "leave the nest to explore" and how to protect yourself from danger. What are the clues that help children decide whether a particular action is safe or not? For example, following what teachers or parents tell them to do or not to do, following an unfamiliar person? The nest concept allows them to think about the idea of leaving the house (leaving the nest), or think of what they need to do to make sure they are safe; for example, knowing exactly where they are going or making sure someone (an adult) knows where they are going, etc.

56. The Witches

COMPETENCY **PHYSICAL SKILLS**

AGE GROUP **6-11 YEARS**



Time:
30 minutes
(flexible)



Aim of the game:
Familiarization with safe touch,
boundaries and rules



Group-size:
30 children



Resources:
No resources required

Space:

This game requires a relatively large space,
marked out and recognised by the players.

Arrangement:

Divide the children in two big groups

How to play

1. The game begins with the players (minimum eight) standing in a circle, the witches, and the villagers. The witches' goal is to bewitch all the villagers by simply touching them. The bewitched villagers must then freeze.
2. The villagers' aim is to keep away from the witches and to free the bewitched victims by putting their arms around them ('hug'). The game stops when all the villagers are bewitched. Before starting, the group has their eyes closed in the circle and the teacher designates the witches (one for every five or so players) by touching them discretely on the back.
3. Everyone opens their eyes, and the game can start at a fast-walking pace, but without running.
4. Players are not allowed to run or speak; everyone walks in silence. Anyone who starts running or who goes beyond the boundary of the play area bewitches themselves automatically.

The teacher/educator must ensure the players respect the game's environment, the boundaries, and the rules: no running, no speaking. Children tend to accuse others of running or speaking, rather than focusing on their own fair-play during the game. The teacher/educator is there to remind them that they must each take responsibility for abiding by the rules. For example: the child who is touched must stop, the ones who go out of the play area or who start running must bewitch themselves immediately and stop where they are without anyone having to tell them to do so.

It is not easy for children not to run, but the teacher/educator must insist on it for this gives the game a different dimension compared to the usual chasing games. The fact of having to walk allows more time to observe and develop group strategies (witches or villagers), by communicating in a non-verbal way. It can be useful to pause the game sometimes in order to ask the children what strategies they are using, if they are playing as individuals (not being touched) or as a group (freeing their playmates). Insist that cooperation is paramount for the game to work well.

57. The Postman

COMPETENCY **PHYSICAL SKILLS**

AGE GROUP **6-11 YEARS**



Time:
30 minutes
(flexible)



Aim of the game:
Development of the capacity
to react, to develop speed in
running and nimbleness



Group-size:
30 children



Resources:
If the game is played indoors, a
chair per child; if it is played
outside, a hoop per child, or chalk
to draw circles

Space:

The game can be played either
indoor or outdoor

Arrangement:

The players are seated on chairs in a big
circle (or standing in a hoop, in a circle
drawn with chalk, etc.)

How to play

1. One player, the postman, is standing in the centre. He says out loud: "The post has arrived..." The other players ask: "For whom?" The postman answers: "For all those who..." and makes something up: "... those who have a brother, those who have travelled to a certain place, those who are near-sighted, those who are wearing green, etc. "Those concerned by the 'post' must get up and change places as quickly as possible. During this time, the postman tries to find a place. Whoever is left without a chair becomes the postman and brings the next post, for «all those who...".
2. It is forbidden to change chairs with their neighbour.
3. The children must run when changing places (speed – ability to react). It is not allowed to stay seated if the 'post' concerns them (fair-play). A letter cannot be delivered twice (concentration and creative thinking).
4. The first time, the teacher/educator can play the part of the postman so that the children understand how the game works. The post should be adapted to the age of the children. It can be focused on superficial criteria such as physical appearance for the little ones, or more personal criteria, such as beliefs, personality, tastes, etc. for the bigger ones.
5. The teacher/educator must insist on the pace of the game and on respecting the rules. He will ensure that the postmen are not always the same (an extra rule can be introduced: being a postman not more than three times for example), and that each child is the postman at least once.
6. The teacher/educator must remind the players of the security elements: they tend to be very enthusiastic and to rush to the chairs without watching out for others (risking jostles and falls).

ADAPTATION > To make the game more difficult, the players can be standing (or crouched down) in their hoop, backs to the centre, etc. which requires more concentration and speed of reaction.

Questions > Stop after each question to give children time to think about the answer. Were there any difficult moments in the game? Can you explain why? What behaviours helped or hindered the smooth running of the game? What have you learned about yourself or others? How did you feel during the game? What can you do differently in the future?

58. The fair play football

COMPETENCY **PHYSICAL SKILLS**

AGE GROUP **6-11 YEARS**



Time:
30 minutes
(flexible)



Aim of the game:
Understand how special rules
can support justice and learning
for everyone



Group-size:
30 children



Resources:
8 balls (1 ball per 2 children),
cones or blocks.

Space:

Large open space for everyone to move
around freely, i.e., volley court

Arrangement:

The group is divided into equal teams according to
the number of children (3 to 5 maximum per team),
standing on each side of the play area, which is
divided in 2 by a net

How to play

Warm-up: Welcome circle and goals sharing. Legwork in pairs. Pairs with one ball, moving around a large space and passing the ball.

Three instructions: Apple: the players turn around themselves with the ball and pass to their partner. Strawberry: the players pass the ball with their wrong foot. Banana: change partners!

1. Fair play football match. The main rule is that only girls can score. Between each match, get feedback on the things learned, special moments, difficulties, how cooperation work and which strategies were used to help girls scores. If you see that the teams are tiring, enlarge the field and regroup teams giving a match with more people. Observe the players' behaviours during the games and adapt the scoring if too difficult, for example girls' goals count for two when boys' ones count for one.
2. Cool-down: Stretching exercises in twos. Stretching the thighs (quadriceps): put your left hand on your partner's left shoulder (facing one another) and, with a straight back, hold your own right foot, bending the knee as far as possible. Change position for bending the left leg. b. Stretching the inner side of the leg (adductors): sitting face to face, legs apart, hold the partner's hands and pull him gently forwards with a deep breath; then he does the same for you.

Questions > Pause after every question to give children time to think about every answer. How did you feel during the activity? What was easy, difficult? How did the special rule function? What were your strategies to include everyone in the team? What did you learn about yourself, each other? What are the links between this activity and justice in life?

Respect your partner's limits; hold each position for about 10 seconds and do each position twice. Correct everyone's posture.

59. Three Balls on the Field

COMPETENCY **PHYSICAL SKILLS**

AGE GROUP **9-11 YEARS**



Time:

30 minutes
(flexible)



Aim of the game:

This active game, as well as being a good introduction to volleyball, can be used to experience notion such as unfairness and equity.



Group-size:

30 children



Resources:

A net or a rope; six volleyballs per field (or foam balls, depending on the age and the level of the children)

Space:

Comfortable and enough space for everyone to sit down

Arrangement:

Soft and calm music can be played during the activity

How to play

1. At the start, one team has two balls and the other one ball.
2. The aim of the game is that the three balls end up on the opposite team's side. A special rule is that one player in each team does not have to pass before throwing it over the net to the opposite team when other players have to do three passes, only when the special player receives the ball directly – and all this as quickly as possible. Each team tries its best to prevent all three balls ending up on their side of the net.
3. The game begins with a first pass over to the opposite team, when the three balls end up on one side, the game stops, and the team without any balls scores a point. The match continues with two balls to the team, which scored, and only one for the other team.
4. The game is over when one team reaches 5 points. Pause the game after to debrief on the special player rule and how this can be used strategically from both ends, ensure all players can experiment this role.

Questions > Pause after every question to give children time to think about every answer. How was the game for you? What went well? What was more difficult? What did you think about the special rule? How did you feel when you were the special player? Did you play individually or more in groups? How? Did you learn anything new? If so, what? Can you find links between this game and fairness, equity in your daily life? Which ones?

ADAPTATION > It is possible to vary the types of balls (basketball, tennis, balloons, foam balls, large balls, etc.) in order to develop the players' dexterity and ability to adapt.

60. Five Passes Ball

COMPETENCY PHYSICAL SKILLS

AGE GROUP 9-11 YEARS



Time:
30 minutes
(flexible)



Aim of the game:
On a physical level, endurance, speed, orientation, precision, and coordination are developed.



Group-size:
12 children



Resources:
A ball; shirts of different colours for each team.

Space:

Large open space for everyone to move around freely

Arrangement:

The group is divided into two teams of four to six players maximum.

How to play

1. The goal of each team is to score points by passing the ball five times in a row without it falling on the ground or being intercepted by the other team. The passes must take place between several players.
2. If the ball falls, the number of passes goes back to zero and the ball is given to the other team. If team A intercepts the ball, the scoring starts for team A. If there are three teams, the third team waits for their turn and replaces the winning team.
3. If there are four teams, two play areas are needed, and the teams swap over afterwards.
4. No walking or running with the ball. No touching or hitting the other players: no physical contact. No passing the ball back to the player that they received it from.
5. The teacher/educator starts as the referee at the beginning, then passes this role on to the players who should be able to referee themselves. Personal responsibility and the notion of 'fair-play' are thus developed.
6. It is important that the teacher corrects the basic moves for passes, defence, attack, etc. and insist on good communication between the players (e.g., call the players by name before passing the ball, etc.).
7. The teacher/educator must also encourage the teams to establish their defence strategy and use of space.

ADAPTATION > To make the game more difficult, the play area can be extended or the number of passes necessary to score a point increased. To improve cooperation between players, other rules can be added (e.g., a point is not valid (or counts double), unless all the players of the team have touched the ball; or the players are paired up (by the waist, the ankles or knees depending on preference and safety) and play normally but in pairs.

61. The Wonderful Forest

COMPETENCY **MINDFULNESS**

AGE GROUP **8-11 YEARS**



Time:
30 minutes
(flexible)



Aim of the game:
The game is enabling relaxation
and self-reflection



Group-size:
30 children



Resources:
No resources required

Space:

Comfortable and enough space for
everyone to sit down

Arrangement:

Soft and calm music can be played during the
activity.

How to facilitate

1. The teacher/educator introduces the activity and makes sure all participants feel comfortable and have enough space. Participants are asked to lie down on the floor, relax and concentrate on breathing.
2. The facilitator guides them through a story using "you". The narrative is soft and slow, it is detailed and emphasizes different emotions and events. All participants are asked to keep silence, this will allow everyone to be focused and concentrated.
3. The facilitator tells a story with a soft voice and speaks slowly: *"You are a small animal in a huge forest, everything seems huge and amazing to you. You look around to observe the environment around you and you find it beautiful. You are next to a tree trunk, and you decide to climb it. While you are on the trunk, you feel the wood close to your body and your legs and you like it. You breathe in the smell of wood deeply and you enjoy it. You move up slowly, a little bit more and more and you look even higher up at the beauty of the landscape. The higher you go and the happier you are, you feel free and courageous. You move a little faster now. You look around at other animals. You admire the birds; you admire the small animals you can see on other trees. You listen to all those beautiful noises, and they give you courage. You still climb up to the top of the tree, the further you go, the more freedom and ecstasy you feel. Nothing seems difficult to you, then. Once you reach the top, the sounds resonate, the light is strong, and it makes you feel good. You have a feeling of success and appeasement. You stay and admire the scenery for a few seconds. You then clearly see the beauty of life and feel hopeful for your future. Now you have to go back down, and it seems easier for you. The top of the tree has given you plenty of energy that you will keep for a long time. You come down and breathe hard to get air in your nostrils"*.
4. Wake up: "Once you have come back to the base of the tree trunk, you slowly wake up, you slowly rise and begin by sitting down".
5. The facilitator asks participants to stay in their positions, keep the silence and breathe deeply. Little by little, very slowly participants are asked to wake up. Finally, the

participants rise very gently and are led to gently pat the different parts of their body to wake them up (from head to toe).

Questions> Who wants to share with the class what they felt in their body when they belly breathed and where they felt it? How do you feel now, compared to before the activity? How and when can you use this activity in your daily life?

62. Red Light, Green Light

COMPETENCY **MINDFULNESS**

AGE GROUP **6-11 YEARS**



Time:
25 minutes
(flexible)



Aim of the game:
Regulate speed
and movement, develop
concentration



Group-size:
30 children



Resources:
Red and green coloured
papers/white paper, green
and red coloured paint,
scissors

Space:
Large open space
around freely

Arrangement:
Have children stand in one big circle
to listen to the instructions.

How to play

1. Tell students that when you hold up the green card, they must start walking. When you hold up the red card it means they must stop immediately. They must not make a single step after the red card is held up.
2. Play the game until all (or most) children are able to regulate their walking to a speed at which they can stop immediately.
3. Play a second round with the same rules but ask children to hop instead of walking.
4. If you want to make the game competitive, you can add a finish line at the opposite end from where the children start and all the children who manage to cross the line without being eliminated are winners.

Questions> Who wants to share with the class what they felt in their body when they belly breathed and where they felt it? How do you feel now, compared to before the activity? How and when can you use this activity in your daily life?

Share the message of the game – “In this game, you had to focus all your thoughts on controlling your walking speed according to the card. You practiced thinking skills which help you control your thoughts and your body and help you to focus better.”

63. Calm Emotions – Head to toe

COMPETENCY **MINDFULNESS**

AGE GROUP **6-11 YEARS**



Time:
30 minutes
(flexible)



Aim of the game:
To help children calm their emotions by relaxing every part of their body.



Group-size:
30 children



Resources:
A device to play music or a musical instrument

Space:

Enough space for children to sit down comfortably

Arrangement:

Soft and calm music can be played during the activity. Children sit down comfortably wherever they feel like.

How to facilitate

1. Play some music and have the children jump around and dance for 2 minutes. If music is not available have everyone sing a popular song together while dancing around.
2. Stop the music and follow the instructions below to help children calm their emotions by relaxing every part of their body.

TIP > If it would not be appropriate for children to dance and jump around, skip this part, and go straight to the relaxation exercise.

3. This activity needs to be done slowly and peacefully. Ask children to find a spot with enough space around them to lie down without touching anyone.

TIP > If the floor is not clean or if children are not comfortable sitting on the floor, they can sit on a chair.

4. Go over each body part to relax it. Read the instructions below for each step:
 - Face – “Scrunch up your noses and foreheads like you smell something stinky, and then relax the face. Repeat 3 times.”
 - Jaws – “Clench your jaws together tightly like you are pressing a stick between your teeth. Then release the imaginary stick and let the jaw go completely loose. Repeat 3 times.”
 - Arms and shoulders – “Stretch your arms out in front, and then raise them above the head and stretch as high as you can. Then drop the arms and let them hang loose. Repeat 3 times.”
 - Hands and arms – “Imagine squeezing an orange as hard as you can with one hand, and then dropping that orange on the floor and letting the arm and hand go limp. Repeat 3 times, and then switch to the other arm.”
 - Stomach – “Lie on your backs and tighten your stomach muscles as hard as you can for just a moment,

5. then release them and relax. Repeat 3 times, and then do the same process while standing up.”

TIP > If children are sitting on a chair, they can do this sitting.

6. Legs and feet – “Lie on your backs and wriggle your toes. Use the toe muscles to pull all 10 toes back in the direction of the face and hold to the count of 10, then relax your toes and hold to the count of 10. Repeat 3 times.”

TIP > If children are sitting on a chair, they can do this sitting.

7. Whole body – “Lie on your backs with your eyes closed and pretend like your muscles are made of ice and the ice is melting. Relax and let the body loosen. Relax the whole body for 1 minute.”

TIP > If children are sitting on a chair, they can do this sitting.

8. “Rub your palms together, place them on your eyes and slowly open your eyes. Get up slowly.”

Questions> Who wants to share with the class what they felt in their body when they belly breathed and where they felt it? How do you feel now, compared to before the activity? How and when can you use this activity in your daily life?

Share the message of the game – “We started this game by jumping around and then practiced how to make each part of the body relax and calm all our emotions.”

64. Change my Shape & Feeling

COMPETENCY **MINDFULNESS**

AGE GROUP **6-11 YEARS**



Time:
30 minutes
(flexible)



Aim of the game:
Be mindful of how emotions
change when the shape of
the body changes



Group-size:
30 children



Resources:
No resources required

Space:

A large open space for children to stand at
least one-arm distance away from each
other

Arrangement:

Tell children to find a space to stand, at
least one-arm distance away from their
neighbours.

How to play

1. This is a slow-paced game and has to be played calmly. Tell children that they must stand still, carefully listen to the instructions and follow them quietly to change the shapes of their bodies. Tell them that you will ask them questions in the activity to help them be mindful of how their feelings are changing with their body shapes. They must think about these questions in their minds, and not talk aloud.

Read out the following instructions: • *Close your eyes. Stand with your feet slightly apart, arms by your sides, with your palms facing in towards your thighs. Focus on your breathing. Be present in the moment.* • *Bring your full attention to your hands, slowly raise your arms on your sides and open up your palm to the sky. Hold this position. Breathe. Bring your awareness to your entire body. Notice how your body feels.* • *Slowly come back to the first position – stand with feet slightly apart, arms at your sides, with your palms facing in towards your thighs. Focus on your breathing. Be present in the moment.* • *Drop your shoulders forward. Drop your head so your chin is on your chest. How does this shape make you feel? (Pause for 10 seconds), pull your shoulders back while you raise your head to its normal position. Notice the difference in how you feel.* • *Lift your chin so that your head is thrown back. (Pause for 10 seconds). Return your chin to its original position. Notice how you feel. Make a tight fist with your hands. Feel the muscles in your arms become tight. (Pause for 10 seconds). Release the fist. Notice how the feeling in your body changes.* • *Tilt your head towards the ground. Slowly open your eyes. Stare at the floor. Try not to blink. Stare hard at the ground. (Pause for 10 seconds). Slowly relax your eyes and close them again. Notice how your feelings change.* • *Bring your awareness to your mouth. Slowly smile. (Pause for 5 seconds). Straighten your lips.* • *Bring your palms together and start rubbing them slowly. Feel the heat between your palms.*

2. Place your palms on your eyes. Slowly remove your palms and open your eyes.

3. Walk slowly, and quietly form one big circle. Sit down. We will now talk about how changing the shape of our bodies, changes how we feel.

Questions> End with a whole group discussion using the question list below. Make sure every child speaks at least once in the discussion. There are no right or wrong answers.

- How many children liked this activity? Raise your hand.
- How many children did not like this activity? Raise your hand.
- What was your favourite body shape? How did it make you feel?
- Which body shape did you not like? How did it make you feel?
- Why do you think changing your body shape changed how you felt?
- Do you think you can change how you feel by changing your body shape?

Summarize the discussion by sharing the message of the game – “In this game, you felt that when you change anything in your bodies, your emotions change too. This is important to remember because it can help you control our emotions. For example, when you feel angry, your body is tense and if you just relax your body by breathing deeply, your anger will go down.”

65. Growing seeds

COMPETENCY **MINDFULNESS**

AGE GROUP **6-11 YEARS**



Time:
10 minutes
(flexible)



Aim of the game:
Improving body awareness



Group-size:
30 children



Resources:
No resources required

Space:

A large open space for children to stand at least one-arm distance away from each other

Arrangement:

Tell children to find a space to stand, at least one-arm distance away from their neighbours.

How to facilitate

1. SAY: We will begin as a small mango seed, in the ground. Watch as I demonstrate, and then repeat after me. Begin by making yourself into a very small ball near the floor, like a mango seed with your feet pressed into the floor. In your little seed, you have the energy to grow into a big, tall mango tree.
2. You will slowly grow into a small mango tree. Imagine that it is raining, helping you to grow taller and taller.
3. Mango trees grow very slowly, so see how slowly you can grow taller.
4. As you start to grow into a full mango tree, imagine the sun is shining down on you and you are reaching your branches and leaves to the sky. Reach your arms up as you grow into a very tall mango tree.
TIP> Students may become energized and excited during this activity. Be prepared to calm them down. If at any point the children become too wild and are no longer being slow and mindful, have them return to belly-breathing.
5. SAY: Come back to a tall standing position like we did at the beginning. Take one last deep, slow breath in, feeling as your belly and chest expand and as you grow a little taller. Notice how your body feels.
6. Turn to a partner and discuss - what did you feel in your body as you grew from a seed to a mango tree.

Questions> Who wants to share what you felt in your body as you grew from a seed to a mango tree? Where did you feel it? How do you feel now, compared to before the activity? How and when can you use this activity in your daily life?

SAY: Remember that you can practice mindfulness on your own anytime, or when you are feeling tense or stressed. Taking a few moments to breathe and centre yourself, either by staying still or moving, can help you to feel calmer and happier.

66. Tree

COMPETENCY **MINDFULNESS**

AGE GROUP **6-11 YEARS**



Time:
30 minutes
(flexible)



Aim of the game:
To feel strong and confident
in their body and mind.



Group-size:
30 children



Resources:
No resources required

Space:

A large open space for children to stand at least one-arm distance away from each other

Arrangement:

Tell children to find a space to stand, at least one-arm distance away from their neighbours.

How to facilitate

1. SAY: Now we will grow into a tree. Remember that trees stand tall and silently.
2. Just like a tree, we must begin with our roots. Feel as your feet press into the ground. Imagine that there are roots growing out of the bottom of your feet, helping you to stay strong and stable.
3. Imagine that your legs are extensions of the roots, the larger roots that help you to stand strong and grow tall.
4. Imagine that your torso is the trunk of the tree. In order to continue to grow, your trunk must be strong. Feel the steadiness of your tree trunk, as your torso is still and stable, yet growing taller.
5. Imagine that your arms and your neck and your head are branches coming out from your trunk. Bring your arms out like branches. Spread your fingers wide like leaves stretching for the sunshine. Grow taller to stretch for the sky.
6. Notice how you, as a tree, need the roots, your feet, and legs, to stay stable, and your branches and leaves, your arms, and fingers, to grow.
7. SAY: Now imagine that there is wind. Your roots, your legs, stay strong and stable and connected to the earth so that you do not fall. Your branches and your leaves, and maybe even your trunk, sway slowly from side to side. See how that feels in your body, as you feel both the stability of your roots and the fluidity of your branches and leaves.
8. SAY: Now stand still again. Focus on your roots growing stronger, deeper into the ground, providing stability, and your leaves stretching out and up, toward the sky, reaching for new growth. If your eyes are closed, slowly, gently open them to prepare for the discussion.
9. Turn to a partner and discuss: What did you feel in your body standing tall as a tree?

Questions> Who wants to share what you felt in your body standing tall as a tree? Where did you feel it? How do you feel now, compared to before the activity? How do you think the stability of the roots and growth of the leaves relates to you as a person? How and when can you use this activity in your daily life?

Remember that you can practice mindfulness and belly breathing on your own anytime. Taking a few moments to breathe and centre yourself can help you to feel calmer and happier and more aware of what is happening around you.

67. Body Scanning

COMPETENCY **MINDFULNESS**

AGE GROUP **6-11 YEARS**



Time:
10 minutes
(flexible)



Aim of the game:
To become aware of every part of the body in order to understand what they are feeling.



Group-size:
30 children



Resources:
No resources required

Space:

A large open space for children to stand at least one-arm distance away from each other

Arrangement:

Tell children to find a space to stand, at least one-arm distance away from their neighbours.

How to facilitate

1. *SAY: Bring your awareness to your feet and legs. Notice how it feels. Breathe in, imagining that you are breathing into your feet and legs. Breathe out, imagining it is releasing from your feet and legs. Notice how it feels now. Bring your awareness to your belly and lower back. Notice how it feels. Breathe in, imagining that you are breathing into your belly and lower back. Breathe out, imagining it is releasing from your belly and lower back. Notice how it feels now. Bring your awareness to your upper back, chest, and shoulders. Notice how it feels. Breathe in, imagining that you are breathing into your upper back, chest, and shoulders. Breathe out, imagining it is releasing from your upper back, chest, and shoulders. Notice how it feels now. Bring your awareness to your arms and hands. Notice how it feels. Breathe in, imagining that you are breathing into your arms and hands. Breathe out, imagining it is releasing from your arms and hands. Notice how it feels now. Bring your awareness to your neck and head. Notice how it feels. Breathe in, imagining that you are breathing into your neck and head. Breathe out, imagining it is releasing from your neck and head. Notice how it feels now. Bring your awareness to your face and jaw. Notice how it feels. Breathe in, imagining that you are breathing into your face and jaw. Breathe out, imagining it is releasing from your face and jaw. Notice how it feels now.*
2. Now bring your awareness to your whole body. Notice how it feels. Imagine that your breath is flowing through your whole body from your toes all the way to your head. Notice how it feels now.
3. *SAY: Now bring your awareness back to the room. Notice how your body feels. Wiggle your fingers and your toes. Make small circles with your wrists. Stretch your arms up to the sky and then shake them out. If your eyes are closed, slowly, gently open them.*

4. Turn to a partner and discuss: What did you feel in your body as you brought awareness to the different parts? After one minute, bring pairs back together for a full class discussion.

Questions> Who wants to share what you felt in your body as you brought awareness to the different parts? Where did you feel it? How do you feel now, compared to before the activity? How and when can you use this activity in your daily life?

5. SAY: Doing a body scan can help you to become aware of how your body is feeling, and to release any unnecessary tension.

Remember that you can practice mindfulness on your own anytime, or when you are feeling tense or stressed. Taking a few moments to breathe and centre yourself, either by staying still or moving, can help you to feel calmer and happier.

68. Show and Tell

COMPETENCY **MINDFULNESS**

AGE GROUP **6-11 YEARS**



Time:
10 minutes
(flexible)



Aim of the game:
To use all of their senses to understand their surroundings.



Group-size:
30 children



Resources:
One class object for each student

Space:

A large open space for children to stand at least one-arm distance away from each other

Arrangement:

Tell children to find a space to stand, at least one-arm distance away from their neighbours.

How to facilitate

1. SAY: Today, we will become more aware of the senses we don't use as frequently. During the activity, notice how it feels and what you notice. We will discuss as a class at the end of the activity.
2. Often, we use our sense of sight and forget about the other senses. Before we begin the activity, each of you will now select one object from the classroom. Do not show anyone else your object, just keep it to yourself.
3. SAY: For this activity, you will need to find a partner and a space in the room where you can sit together.
4. First, find a partner and sit down next to your partner. Do not show your partner your object. Select one partner "A" and one partner "B."
5. SAY: Before we start the activity, let's centre ourselves.
6. Relax your arms and shoulders. Place your hands on your legs if it is comfortable for you. Grow your back longer and taller, reaching your head to the sky. You can choose to close your eyes if it is comfortable or lower your eyes to keep yourself focused.
7. It is normal for your mind to get distracted during a mindfulness activity. If you find yourself thinking about something else, just gently return your attention back to your breath, my voice, or the activity.
8. SAY: Now we will use our sense of touch to understand the objects. Do not show your partner your object.
9. Partner A should close his or her eyes or look away from the object. Partner B place the object in Partner A's hand. As you touch the object, describe what the object feels like, and smells like in your hand.
10. SAY: Partner A, open your eyes and see the object. Discuss with your partner if you were surprised by the object. What did you think it was? Did you feel anything different than

what you knew about the object before? Allow students one minute to discuss in their pairs.

11. Repeat the activity with Partner B.

12. SAY: Turn to a partner and discuss the first question: What tools and strategies did you use to describe the object?

Questions > Who wants to share with the class what tools and strategies they used to describe the object? How did you feel about not being able to see the object? Was it difficult to use your other touch rather than sight to describe the object? How and when can you use what you learned in this activity in your daily life?

Remember that you can practice mindfulness anytime and with anything. It can be helpful to take a few moments to be mindful of your senses and what is happening around you.

69. Shake Everything off

COMPETENCY **MINDFULNESS**

AGE GROUP **6-11 YEARS**



Time:
10 minutes
(flexible)



Aim of the game:
To use motion to become
aware of and release tension
in the body



Group-size:
30 children



Resources:
No resources required

Space:

A large open space for children to stand at
least one-arm distance away from each
other

Arrangement:

Tell children to find a space to stand, at
least one-arm distance away from their
neighbours

How to facilitate

1. SAY: Watch as I demonstrate and repeat after me. We will shake each part of our body 10 times, counting to 10 together.
2. We will start with our arms. Start with the left side - shake out your hand, wrist, arm, elbow, all the way up to your shoulder. Shake your left arm for 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Feel like anything that is on your mind is coming out of your fingertips. And now your right arm for 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
3. SAY: Now let's shake out our legs. Start with the left side - shake out your foot, ankle, lower leg, knee, and all the way up to your hip. Shake your left leg for 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Feel like everything is coming out of your toes. And now your right leg for 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
4. SAY: Now let's put it all together and shake everything out. Shake your arms, your legs, your head, your waist. Shake your entire body to let go of anything that remains. Shake your entire body for 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Repeat the activity if there is time and if the students want to do it again.
5. SAY: Now stand completely still. Stand tall like a tree. Keep your body entirely still. Reach the top of your head like leaves reach for the sun. Stand a little bit taller.
6. Turn to a partner and discuss: What did you feel in your body while you were shaking? What about while you were still at the end?

Questions> Who wants to share what you felt in your body while you were shaking everything off? What about when you were standing still? Where did you feel it? How do you feel now, compared to before the activity? How and when can you use this activity in your daily life?

Remember that you can practice mindfulness on your own anytime, or when you are feeling tense or stressed. Taking a few moments to notice how your body is feeling and shaking it out can help you feel energized or relaxed.

70. Belly Breathing

COMPETENCY **MINDFULNESS**

AGE GROUP **6-11 YEARS**



Time:
10 minutes
(flexible)



Aim of the game:
To become aware of the breath,
to get more air into the body and
to use deep belly-breathing as a
way to calm strong feelings



Group-size:
30 children



Resources:
No resources required

Space:

A large open space for children to stand at
least one-arm distance away from each
other

Arrangement:

Tell children to find a space to stand,
at least one-arm distance away from
their neighbours

How to facilitate:

1. SAY: For this activity, we will begin in a comfortable seated position. Place both feet firmly on the ground. Relax your arms and shoulders. Place your hands on your legs if it is comfortable for you. Grow your back longer and taller, reaching your head to the sky.
2. You can choose to close your eyes if it is comfortable or lower your eyes to keep yourself focused.
3. It is normal for your mind to get distracted during a mindfulness activity. If you find yourself thinking about something else, just gently return your attention back to your breath, my voice, or the activity.
4. SAY: We will begin to belly breath. Look at how I place my hands on my belly and on my chest. If it is comfortable for you, place one hand on your belly and the other hand on your chest. There are four parts to a deep belly-breath: first part - breathing in, second part - taking a pause to create space and holding the air in our lungs, the third part is breathing out, and the fourth part also creates space, by pausing without any air. For our belly-breathing, we will imagine we have two things in front of us – a flower and a candle. On our breaths in, we will imagine that we are smelling the flower. As we smell the flower, see as your belly gets bigger like a balloon. As we breathe out, we will imagine that we are slowly and carefully blowing out the candle. When we breathe out, see as your belly gets smaller, like a balloon losing its air.
5. Begin by breathing in through your nose all the way down to your belly. Smell the flower (Breathe in) – 2 – 3 – 4. Now hold the smell of that flower for 1 – 2. As you breathe out, feeling the air come from your belly out of your mouth, blow out the candle (breathe out) – 2 – 3 – 4. Pause without any air for 1 – 2.

6. Continue to breathe slowly and fully, feeling as your hand on your belly becomes bigger as you breathe in, and becomes smaller as you breathe out. Smell the flower (Breathe in) – 2 – 3 – 4. Hold the smell and the big belly balloon for 2. Blow out the candle (breathe out) – 2 – 3 – 4. Continue as you breathe in through your nose, slowly counting to 4; hold the air for 2; and breathe out through your mouth slowly counting to 4.
7. Feel your belly rise as your breath relaxes your body. Breathe out through your mouth, slowly counting to 4. Feel your belly sink.
8. Allow students to continue belly breathing for a few rounds
9. Notice how your body feels. Wiggle your fingers and your toes. Make small circles with your wrists. Stretch your arms up to the sky and then shake them out. If your eyes are closed, slowly, gently open them for the discussion.
10. Turn to a partner and discuss the first question: What did you feel in your body when you belly breathed?

Questions> Who wants to share with the class what they felt in their body when they belly breathed and where they felt it? How do you feel now, compared to before the activity? How and when can you use this activity in your daily life?

Remember that you can practice mindfulness and belly breathing on your own anytime. Taking a few moments to breathe and centre yourself can help you to feel calmer and happier and more aware of what is happening within and around you.

References

Bradshaw, J., Hoelscher, P. and Richardson, D. (2007). An index of child well-being in the European Union. *Social Indicators Research* 80: 133–177.

Burghardt, G. M (2005). *The Genesis of animal play: Testing the limits*. Cambridge, MA: MIT Press.

Centers for Disease Control and Prevention, (2019). Available at: <https://www.cdc.gov/violenceprevention/aces/about.html>

Jacobsen, D. A, Eggen, P. D., & Kauchak, D. P. (2009). *Methods for Teaching*. Terjemahan Fawait, A. & Anam, K. Edisi ke-8. Yogyakarta: Pustaka Pelajar

Finding solutions to Greece's refugee education crisis (2020). *A Their world Report*. Available at: <https://reliefweb.int/sites/reliefweb.int/files/resources/RefugeeEducation-Report-240420-2.pdf>

Panhellenic Statistics (2020) *Child Abuse Reports*. Smile of the Child. Available at: https://www.hamogelo.gr/media/uploads_file/2020/07/22/p1edqpe6qv1eek171p19r6v0tm3qr.pdf

Pellis, S. and Pellis, V. (2009). *The Playful Brain: Venturing to the Limits of Neuroscience*. Oxford: One world Publications.

UNICEF. 2009. *The Psychosocial Care and Protection of Children in Emergency: Teacher Training Manual*.