



KULCZYK
FOUNDATION

3RD EDITION

DOMINO
EFFECT
E D U C A T I O N

Teaching materials

6-9 years

Dominika Kulczyk
President of the
Board of Directors

VALUES ILLUMINATE OUR PATH



Ladies and Gentlemen, as teachers you play a special role in the lives of the students. You accompany children in the process of exploring the world, discovering and naming various phenomena and values. You pave the way for them and with your attitudes, you show them what is important in life. In this year's edition of the lesson plans for grades I-III we invite you on a journey through the world of values. Dear Teachers, take your students on this journey and be their captains! Adventure Ahoy!

In my travels, I have met many people who are guided in their lives by what they think is most important, who pursue important values and show them to others. In Ghana, I saw what the struggle for freedom is – in the literal and the metaphorical sense. In Kenya, I saw the power of self-expression. In Lesotho, I experienced true empathy. In Nepal, I observed how great pain and very difficult experiences can be the source of extraordinary courage. In Namibia I realised that an ordinary bicycle can be not just a means of transport, but also a tool through which one can achieve independence and autonomy. On the Indonesian island of Sumba I confirmed the importance of taking care of one's own health, without which achieving personal freedom is very difficult. The Venezuelans I met in Colombia and on Simón Bolívar Bridge showed me the great value of mental resilience. In Peru, I saw the impact that children can have on reality when they are allowed to engage and act.

All these extraordinary people prove that being aware of one's own strength is liberating. It allows people to accurately set their path and make wiser choices. It helps live within one's inner freedom – in agreement with oneself and not according to the expectations of others. It gives us the power to act.

Let this "Journey through the world of values" be an opportunity for you to show your students what is worth pursuing in life, what is important, and the great value in the freedom to be ourselves. We encourage you to use our invitation and, through the eyes of travellers take a look at what is important in your everyday life.

A JOURNEY THROUGH THE WORLD OF VALUES

*A series of teaching materials for teachers of grades
I-III of primary school*

In order for a child to discover the truth about life, it is not enough to tell them what is important, what is meaningful, and what is the most important. Mere informing and talking will not increase the students' sensitivity or stimulate their imagination. This requires an "understanding insight" which cannot be activated through the transmission of information from teacher to student. It is important to create conditions in which the student can experience and then attempt to think through and understand that experience independently. Both the teacher and the student need space for personal freedom. Thinking, reflecting and acting take place when a person encounters an inspiring theoretical or practical problem. Ideally, it is one that is close to a person's heart, one which they have formulated independently. The task, the problem which the child is facing, results from their curiosity, provokes interest and the motivation to face it. The student wants to act, get to know the world, face their weaknesses, limitations, discover their individual resources. By making a choice, taking up a challenge, doing what inspires them and what is important to them, the student is exercising their own right to freedom.

The very concept of freedom – abstract and blurred – can be defined, understood and interpreted in various ways. Freedom exists in different dimensions: internal and external, freedom from something and to do something. Freedom has many components: courage – in order to be free we have to be courageous; autonomy of action – in order to be free we have to shape skills and competences that allow us to decide more freely when to become interdependent upon others and when not to; mental resilience – in order to be free, we have to be able to deal with our emotions, fears, insecurities; involvement – in order to be free, we have to be engaged in an action because only then can we create space for our freedom and the freedom of others; empathy – in order to be free, we have to be aware of the limitations of our own and other people's freedom. So how can we talk about what's important in life? How can we make socially relevant issues important for students in grades I-III?

The situation that triggers emotions, curiosity, interest, anxiety, even insecurity, and perhaps also fear of the new, the unknown, is a journey. Everyone has the right to travel, to get to know people and the world. Planning a trip means making independent choices regarding: the destination, the route, and the method of transport. When going on a journey, we are not able to plan and predict everything that we will experience and what will happen during the subsequent stops on our route. Before the journey, we prepare not only by packing the necessary items, planning the places to visit, thinking about what we want to see, visit, learn about, but also by setting our mind to being on the road. We open our minds and activate our emotions in order to learn about and experience whatever is going to happen during the trip. Only then will we experience our journey the way we want to. When we travel, we gather experiences. We are at the centre of the events. Not only do we hear the information provided to us, but we also perceive additional sounds, smells, admire the colours and shapes of our surroundings. We return home with polysensory experiences. During the journey we meet people and they introduce us to their worlds. They talk about what is important to them, show places that mean a lot to them, share their interests and fascinations and the things which are valuable – the most valuable to them.

The journey changes the traveller. We return from our journey changed, rich in new sensations, experiences, and adventures. We have images in front of our eyes, sounds in our ears, ideas in our heads. From every journey we bring something that changes our lives, our attitude towards people and events, towards what is important and valuable. A journey can inspire us to change ourselves, to change the reality in which we live.

It is precisely such an extraordinary journey to the world of values to which we invite teachers and students from grades I-III to participate in a series of classes inspired by the 6th season of the documentary series "Domino Effect". It is not an easy journey, but a fascinating one, full of extraordinary meetings with people who will share what is important to them in their lives. Students will be guided through the world of values by their peers from Ghana, Kenya, Lesotho, Nepal, Namibia, Indonesia, Venezuela and Peru. Each meeting with the heroes from different parts of the world is initiated by a letter in which they describe what is important to them in life, what creates their space of personal freedom. The aim of the letter is to inspire conversation, but also to allow us to act both together and individually, and to gain important experience. From each trip (each meeting in the series), the students can bring something important and valuable – knowledge, skills, and reflection on: freedom, self-expression, empathy, courage, independence, taking care of oneself, mental resilience, and involvement. During each journey, they build internal emotional capital, working out solutions for themselves and forming reflections on their own resources, capabilities, interests, skills, achievements, the obstacles they have overcome, etc. They are able to better understand themselves, their classmates and other people. A shared journey is a valuable lesson in all that is important for creating a wise, thinking, responsible and free society of the 21st century.

Prof. UAM dr hab. Kinga Kuszak
Department of Educational Studies
Adam Mickiewicz University in Poznań

Imprint

Concept: Dorota Kuszyńska
(Kulczyk Foundation)
Scenario Authors: Anna Brzezińska,
Iwona Krysińska, prof. UAM dr hab. Kinga
Kuszak, Dorota Kuszyńska (Kulczyk Foundation)
Author of Information for Parents and Guardians:
Kamila Becker
Substantive Supervision:
prof. UAM dr hab. Kinga Kuszak
Consultation: dr Anna Basińska, Kamila Becker

Photography: Tatiana Jachyra, Michał Przedlacki
Production of the Series "Domino Effect": TVN
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Kulczyk Foundation Team

Dominika Kulczyk
Marta Schmude
Karolina Dusio
Anna Frankowska
Anna Gajewska
Michał Grobelny
Katarzyna Jankowiak
Zofia Jankowska
Beata Kopyt
Dorota Kuszyńska
Małgorzata Lewandowska
Dominika Majchrzak
Mateusz Roszak
Anna Samsel
Wioletta Szafryna
Agnieszka Szewczyk
Paweł Szymkowiak
Marta Tomaszewska

Honorary Patronage



Substantive Patronage



UNIwersytet im. Adama Mickiewicza w Poznaniu
Wydział Studiów Edukacyjnych

About the Book

I GENERAL OBJECTIVES OF THE CLASSES

- Building the awareness of what values are in the life of every human being.
- Developing the awareness of the existence of different values that people follow in their lives.
- Shaping the belief that meeting other people means learning about what is important to them.
- Drawing the students' attention to the fact that people decide individually what is the most important in their lives, depending on their personal and social situation, the place they live, their living conditions, etc.

At the end of the series, the student will be able to fully understand and say:

- Values are the road signs showing what is important and valuable in life.
- I understand and accept that other people may find different things important.
- Freedom is a value to every human being.
- No one has the right to violate my borders, and I cannot violate other people's borders, either.
- Developing one's own interests is a value for every person.
- You don't have to compete with other people while developing your interests.
- Empathy is a value to a human being.
- Showing empathy is conducive to creating relationships with people.
- Courage is a value to a human being.
- Courage has different faces in everyday life, but it also has its limits.
- Learning something new requires effort and commitment.
- Developing one's skills allows one to become an independent person.
- Taking care of oneself is a value to a human being.
- I know what a hygienic lifestyle is.
- Mental resilience is a value.
- It is worth developing your strengths and working on yourself to become more and more mentally resilient.
- Involvement is a value.
- I know that it is worth taking up activities (getting involved) for my own sake and that of other people.
- When I live in agreement with myself and with what is important to me, I feel good and I like myself.

I IDEA AND CONCEPT OF THE SERIES "JOURNEY THROUGH THE WORLD OF VALUES"

- The scenarios in the series "The Journey through the World of Values" are based on selected aid projects carried out by the Kulczyk Foundation in 2018-2019. The authors of the letters which are part of the scenarios are fictional, but their stories are representative of the community with which the project was carried out in a given country and aim at presenting the value related to the problem whose solution was supported by the Foundation. The persons presented in the photographs attached to the materials and in excerpts from the documentary series "Domino Effect" are real and this should be taken into account by using the materials in such a way as to respect the personal dignity of the persons presented.
- We encourage you to indicate in conversations with students that what they learn about a given hero, their environment and country, is only a fragment of reality and they should not generalise it, for example, thinking that all Kenyans live in similar conditions as those they have witnessed in the slums of Nairobi. The classes should put an emphasis on the human community of values and the fact that regardless of the conditions in which we live, we can enact our values in real life.
- If you would like to learn more about the aid referred to in the letters and excerpts from the films and about the supported organisations, we encourage you to use the information available on the website of the Kulczyk Foundation concerning the 6th season of the documentary series "Domino Effect".

Before you start

The scenarios are developed in a way that enables the completion of the material from a given class in one or two lesson units. We encourage you to familiarise yourself with the entire material provided and choose material depending on the abilities of the students and the undertaken tasks resulting from the core curriculum. Additional activities are marked in the scenarios.

- The series of classes offered focuses on the values related to strengthening the authenticity of every human being and developing a sense of freedom and a responsible attitude towards it. In order for students to take full advantage of the activities proposed and reflect on these issues, it is advisable that their competences enable them to identify, name and express emotions and feelings fairly well – this is particularly important when it comes to the scenario on empathy. If you think that it would be desirable to do additional work with the students on the topic of specific emotions and feelings, we encourage you to use the previous editions of the scenarios available on the [Kulczyk Foundation website](#).
- We propose that you use the method: "think-pair-share", which involves first individual work, then work in pairs and groups. This method helps students develop their independent thinking skills, learn to exchange their opinions and work in teams. Since you know your class the best, you can judge whether your students are ready to work using this method. You can complete the proposed tasks by recommending only individual work to your students, only pair work or discussion in the classroom. Even if, at the beginning of the series, you decide that the students are not ready for it, we encourage you to propose that they work using this method, e.g. in the middle of the series, when they know each other better, so that they can start getting used to working in groups.
- The key element of all classes are the letters to the students written by fictional heroes – their peers. Due to the large amount of material in the letters, it is worth making a decision at the beginning of the course on how to present their content: whether to talk to the students and take breaks while reading, or to have a conversation after presenting the entire letter.
- When preparing the letters to read to the students, you can also use [stamp designs from a given country](#). This is not necessary, but they can be a pleasant addition to stick to envelopes with letters from different countries.
- During all the classes, the students will be creating their own folder-suitcases in the form of a lapbook, in which they will put the results of their work. During their first classes, they will decorate their folders and add elements which turn them into suitcases. The subsequent classes will be an opportunity to put things inside them. During the last meeting, the collected materials will be used for the evaluation of the series.
- During the classes, the students will learn about selected values. It is therefore important that they define how they understand a given value in their own words, so that they can create their own definitions. We encourage you to designate some space in the classroom (the board, a poster), where you will display the definition you write down. Make sure that the place is visible to the students and always helps them remember what they have agreed on in their previous classes.
- If you have the ability to display photographs and videos on a large screen, don't just use prints; show the materials to your students in a large format – they'll find them more attractive. All the photos can be downloaded from the website containing [teaching materials by the Kulczyk Foundation](#).
- You will find it most convenient to carry out your classes with the appropriate arrangement of the classroom. Put the desks in the classroom so that the students can move easily around the classroom, work in groups and with the teacher at the board.

SCENARIO 1 OF 10

A JOURNEY THROUGH THE WORLD OF VALUES

INTRODUCTION

*Our Journeys
to Places Both
Near and Far*



SCENARIO CARD

**| MAIN GOAL**

Making the students aware of what values are and how they can be defined.

| SPECIFIC GOALS

The student:

- creates their own definition of a value;
- considers values to be the road signs that help in making choices;
- can talk about what experiencing travel means to them;
- thinks about what is important in preparing for a journey;
- learns where on the world map they can find such countries as: Ghana, Indonesia, Kenya, Colombia, Lesotho, Namibia, Nepal, Peru, Venezuela;
- prepares the folder-suitcase;
- *develops their own hierarchy of values (an additional task).

| TEACHING AIDS

- an ID template for the suitcase
- world map on which the following countries are marked: Ghana, Indonesia (Sumba), Lesotho, Kenya, Namibia, Nepal, Peru, Venezuela and Colombia – A4 and A3 format (to be printed for each student);
- the work card "Boxes of Values" (to be printed for each student);
- a large world map or globe;
- a paper folder (for each student);
- a cardboard box to be used for making the handles of a suitcase;
- a string or ribbon to attach a badge to the suitcase;
- colour paper to decorate the folder.

LESSON PLAN

| INTRODUCTION TO THE CLASSES – A GUIDED CONVERSATION

Refer to your students' experiences to start a conversation about travelling. Ask them:

- What short- and long-distance journeys have you made?
- When was the last time you travelled?
- Where did you travel to?
- What do you remember from the trip?

It is important for every student to be able to refer to their own experiences, that is why you can look at a trip not only as a holiday, but also as exploring the surroundings of one's own home, a cycling trip, a trip to the market or to the cinema, visiting grandparents or family in a different town or moving to a different city.

Invite your students to join you on a journey that you will take during the next ten lessons. Their aim will be to learn about the history of children from different countries and about what is important to them. Students will consider whether matters important to their peers living on other continents are also important to people living in Poland, to themselves and to their colleagues.

| WHY DO WE TRAVEL? – THINK-PAIR-SHARE METHOD

The purpose of this part of the conversation is to guide students to the issue of values and their functions in our lives.

Ask the students to think of answers to the questions and then share their thoughts in pairs.

- What was the purpose of your journeys?
- Why did you travel?
- What were the things important to you that you did during your journeys to distant and nearby places?

After a short conversation in pairs, ask volunteers to share their thoughts and start a discussion in the classroom.

Point the students' attention to the fact that: not all journeys have a specific purpose, such as visiting a castle or climbing a mountain peak; the purpose is often more general – rest, satisfying one's curiosity of the world, spending time with important people, meeting new people, experiencing something new, such as swimming in the sea or tasting new food. Objectives indicate a certain area we care about, not necessarily a certain effect. Even a general goal is a good reason to set off on a journey. However, we often travel to do something that is important for us or the person who makes the decision about going on the journey.

Conduct the conversation so that the students try to name their goals in a general way, e.g. spend their time with grandparents, make new friends, relax, broaden their knowledge about a subject, learn to ride a bike and be more independent.

Paraphrase what the students have said by naming the values, e.g. family, friends, learning, independence, rest, play, development, beauty. Write down the goals of the journeys, listed by the students, on the board – the values.

| WHAT ARE VALUES AND WHAT DO WE NEED THEM FOR? - INTRODUCING THE CONCEPT AND CREATING A DEFINITION

Read the destinations listed on the board – the values – for which we make the effort to travel. Then ask the students to think about what they have in common. You can guide them by asking what is the importance of these destinations. Point the students attention to the fact that they are important and valuable to them.

Sum up the students' proposals by creating a definition of values. Write it down on a piece of paper and hang it in a visible place in the classroom.

The definition may be:

“ Values are all that we consider important and VALUABLE, that is, worth devoting our effort, time and attention to. ”

Encourage the students to think about and answer the following questions:

- What are values for?
- Why do we need to know that something is important to us?

Allow students to speak freely. If necessary, you can suggest that values are sometimes said to be the road signs, giving us the directions or guiding us towards important life decisions and allowing us to implement them consistently.

While summarising this part of the conversation, emphasise that we need to know what is important for us, so that we can consciously choose our goals and take actions that we care about.

| ***“BOXES OF VALUES” – WE DIFFER FROM EACH OTHER!** – SELF-REFLECTION AND DISCUSSION

*An additional activity for older students. Depending on the time you want to spend completing the lesson plan and your assessment of whether the students are ready to discuss the topic of value hierarchy, you may invite them to establish their own simplified value hierarchy according to what they know and their thoughts at the moment, before the start of the series devoted to values. If you decide to do this activity, we encourage you to return to this exercise during the class summarising the series so that your students can experience how the knowledge they have gained has affected their perception of what is important.

Introduce students to the concept of value hierarchy by saying that people are guided in their lives by values but that everyone decides independently what is most important to them, what is less important and what is not important at all. By assigning values to people, objects, events, situations, we create a hierarchy of values we abide by, our own personal ranking of values. The most important values are those relating to matters which are the most important to us, those we consider to be worth the greatest effort and attention.

Hand out **work cards** with names of different values and ask the students to cut out the cards.

Propose that they put them in order, inserting them in one of the three boxes for the most important, medium and least important values.

They can also suggest other values and write their names on empty cards. If a student wishes to highlight a value within a category, they can mark it, with an asterisk, for example.

Emphasise that it is important for everyone to organise the values according to what they believe.

When the students put the cards in order, ask who would like to talk about the boxes of values. Encourage them to discuss why some values are more important than others.

Don't force students to speak. If there are no volunteers, you can make a summary. If there are students who would like to speak, be sure not to comment on what they have said.

In conclusion, stress the fact that not everyone considers the same issues to be the most important. It depends on such things as our age, the people and things that surround us, and the conditions in which we live.

INVITATION TO TRAVEL TOGETHER – PRESENTATION OF THE PURPOSE OF THE JOURNEY

Present your students with the purpose of the trip you are inviting them to participate in:

- Because we know what is important to us, it is easier for us to decide what to do to achieve our goals. It is important for me that you get to know the world and know more and more about it, that you find answers to your questions. That's why I want to invite you on a journey that we're going to take together. During the next classes you will get to know the stories of eight of your peers from different parts of the world and you will learn what is important to them. **The aim of our journey will be to get to know the world of values of your peers from other countries, that is, what is important to them. It will also be getting to know what's important to each and every one of you.**

PREPARATION FOR THE JOURNEY – CREATING A LIST OF ISSUES

You can treat this as an additional task and limit yourself to a summary of the activity, i.e. to presenting the students with what they need for the journey you are going to take together.

Invite the students to create a list of things to consider before the trip. Depending on your assessment of your students' abilities, you can either ask them to write their proposals on cards and stick them on a common sheet of paper, or write them down yourself.

Once the students have given their proposals of important issues to be discussed before the trip, put them in order, e.g. by answering the following questions:

- Where are we going? What stops are we planning along the way?
- How are we going to get to our destination?
- When (are we leaving, do we have to reach our destination, are we coming back)?
- With whom?
- How are we going to organise the funds?
- What do we need to arrange (tickets, accommodation)?
- What should we take with us?
- How should we prepare for the journey (vaccinations, a first aid kit, reading guidebooks, watching films, checking the weather forecast)?

When summarising the activity, tell the students that in order to embark on your journey together, you will need:

- 1) a map of the world on which the countries to which their peers invited them are marked;
- 2) a suitcase in which they can collect souvenirs;
- 3) open minds – the willingness to listen, to watch and to think about what peers from other countries have to say to them.

| STOPOVERS DURING THE JOURNEY – WORKING WITH A WORLD MAP

Present your students with a map of the world and the following places marked on it:

Africa: Ghana, Lesotho, Kenya, Namibia;

Asia: Indonesia (Sumba Island), Nepal;

South America: Peru, Venezuela and Colombia

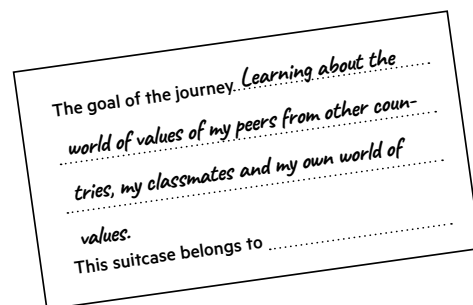
Once you have shown all the countries you will visit together during your journey on the map, give your students copies of the **world map**.

| A SUITCASE FOR THE JOURNEY – ARTS & CRAFTS WORK

Suggest that the students prepare suitcases to collect their souvenirs. Before they set off, they will put the maps they need inside the suitcases.

Give each student a paper folder. Ask them to make cardboard handles and, if they want to, wheels, and to decorate them on the outside.

Give the students the cut out **IDs**, ask them to put their own symbol(s) on them, and then to attach them to their suitcases.



| SUMMARY OF THE CLASS

Thank the students for their activity in the classroom.

Encourage them to put the world map and the "Boxes of Values" cards in their suitcases once they have completed the task.

| AFTER THE CLASS – INFORMATION FOR PARENTS AND GUARDIANS



At the end of the class, provide the parents or guardians of your children with information prepared especially for them, which will enable them to continue the work you have done with the group today. You will find it **here**.



DEAR PARENTS! DEAR GUARDIANS!

We are starting a series of classes in your children's group entitled "A Journey through the World of Values". It is a series of 10 lessons devoted to values such as freedom, self-expression, empathy, courage, independence, self care, mental resilience and engagement.

The purpose of the series is to:

- build awareness of what values are in the life of every human being;
- develop awareness of the existence of different values that guide people through life;
- shape the belief that getting to know other people means getting to know what is important to them;
- draw the students' attention to the fact that people determine what is most important for them in their lives individually (depending on their personal and social situation, the place they live, their living conditions).

In each lesson, the students will listen to stories about their peers from different parts of the world. They will look at the needs and values of other children as a starting point in discussing their own values and the activities connected with them.

A very important element of the series is your involvement in the continuation of the topics started during the classes. Children learn the most from their role models – their Parents and Guardians. Talking about values and how you pursue them in your families will have a significant impact on the children's ability to not only perpetuate what they have learnt about them, but also to act more consciously in accordance with them. Therefore, after each class in the "Journey through the World of Values" series you will receive a brief note about the discussed topic accompanied by a family psychotherapist's suggestions of activities to perform with your child at home. We encourage you to use these tasks to deepen your bond and strengthen your relationship.

The first classes were aimed at familiarising students with the subject matter of the whole "Journey through the World of Values" series. The children talked about what values are and were introduced to the narrative of the journey. Together we considered what the goals for our journeys to distant and nearby places are, what the important things for us and our family are that we do during these trips. We have agreed that values are the matters that we consider to be important, VALUABLE, that is, worth devoting our effort, time and attention to. During the following classes we will think about what values are for and why we need to know that something is important to us.

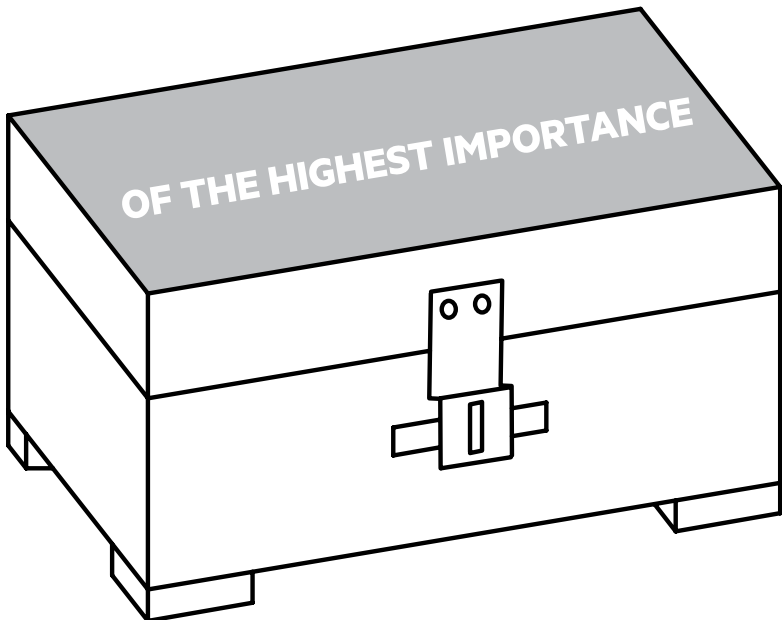
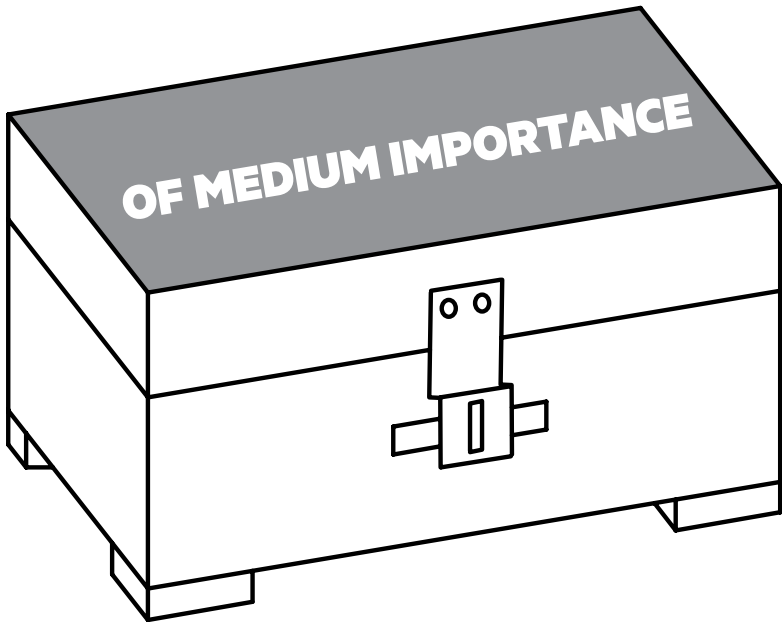
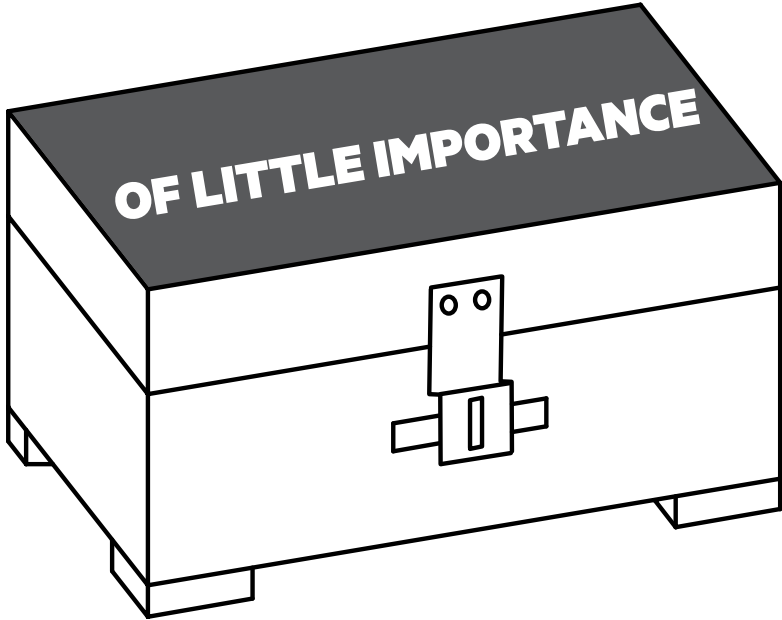
The scenarios of the "Journey through the World of Values" have been created by experts under the auspices of the Faculty of Educational Studies of Adam Mickiewicz University in Poznań, based on the aid activities of the Kulczyk Foundation presented in the 6th season of the documentary series "Domino Effect".

All the scenarios are available for review on the Kulczyk Foundation's website:

www.kulczykfoundation.org.pl/edukacja

Suggested activity to be done at home

1. Talk to your children about your journeys. Which journey do you remember as the most precious? What did that journey teach you? What was the most important thing for you in the journey? If possible, include the names of the values that describe what you value in this travel experience, in your story.
2. Ask your children which holidays bring back the most precious memories and why. Listen carefully to their answers.
3. Talk to your child about the hierarchy of values. Together, create a private ranking of values – things which are the most important for you, those that you consider worth your effort, hard work and attention. We propose that you create a simplified hierarchy of values, dividing them into three groups: values that are the most important to you, those of medium importance and those of little importance. Suggest your own division and ask the children what the order in which they would put these values themselves would be. Talk to your children about your choices.



FAMILY

HEALTH

MONEY

CURIOSITY

RELAXATION

PLEASURE

FRIENDSHIP

WISDOM

FAITH

JUSTICE

BEAUTY

WORK

COURAGE

PATIENCE

RESPECT

CREATIVITY

The goal of the journey: *Learning about the*
world of values of my peers from other countries,
my classmates and my own world of values.

This suitcase belongs to

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SCENARIO 2 OF 10

A JOURNEY THROUGH THE WORLD OF VALUES

GHANA

Freedom



SCENARIO CARD

**| MAIN GOAL**

To draw the attention of the students to what freedom is.

| SPECIFIC GOALS

The student:

- defines freedom as the right to act according to one's own will;
- understands that individual freedom has its limits and that one cannot exercise one's own right to freedom at the expense of others;
- defines the limits of freedom as determined by their own security and another person's security and right to freedom.

| TEACHING AIDS

- a letter from Maame from Ghana (to be printed in 1 copy);
- photos from Ghana (to be printed in colour version, 1 A4 copy each);
- work card "Freedom" (to be printed for each student);
- a large world map or globe;
- an A4 envelope;
- an A2 sheet of paper and markers.

| PREPARATION FOR THE CLASSES

Before class, print the letter from Maame and the photos from Ghana and put them in an envelope addressed to the students.

LESSON PLAN

| WE SET OUT ON OUR JOURNEY – BEGINNING OF THE CLASSES

Welcome the students, invite them to prepare their folders and go on the road. Let them move freely around the classroom at a speed they like.

Stop them, ask them to sit down and ask:

- Do you remember the purpose of our journey together?
- What points us in the direction in our journey?

Introduce the topic of the lesson:

- Today we are going to visit a girl who lives in one of the countries of Africa – Ghana. We have just arrived here!

Point to and mark Ghana on the map or globe. Students should also mark this country on their maps which they have taken out of their folders-suitcases.

- Lake Volta – one of the largest artificial lakes in the world – is located here. It is artificial, which means it wasn't formed by natural phenomena but was made by man. There are a lot of fish in Lake Volta. Fishing and selling fish is the main source of income for the local inhabitants. The 8-year-old girl Maame, who lives by the lake, wants to tell you about what is most important to her.

| WHAT IS FREEDOM? – READING THE LETTER FROM GHANA

Take Maame's letter out of the envelope and read it.

“ Hi! ”

My name is Maame, I'm 8 years old. I live in the city of Kete-Krachi on the shores of Lake Volta in Ghana.

I have heard that you have started your journey because you want to know what is important to other people living in different parts of the world. I'm glad you have come here, to Ghana in Africa. I will be very happy to tell you about what I have learned recently and what is valuable to me.

I don't know if you know that Lake Volta is one of the largest artificial lakes in the world? That means it was made by people. I like to look at the lake, though, imagine, that there are crocodiles there! I'm getting the shivers just thinking about it. Because of that, I don't want to go into the water unattended.

That's why I was so surprised when I saw that there were boats on the lake, not only with adults, but also with children. I wanted to ask them what it's like to be on a boat on a water filled with crocodiles and if they're not afraid. I even saw them jump out of the boats and dive into the lake.

Stop reading and tell the students that Maame has attached two photos here. Show them to the students and return to reading the letter.



” My parents once let me wait until one of those boats came to shore. I watched the boys who started untangling the net as soon as they jumped onto the land. They didn’t even rest for a minute! They didn’t eat anything, they had no bottles of water. I wanted to help them a little but I was chased away by a man who came out of the boat with them.

So, I waited hiding until the boys finished their work. I wanted to ask them about the crocodiles and if they were not afraid of them. When I walked up, I saw their fingers were cut from untangling the net. One of the boys only smiled sadly at me and said that he was not afraid of the crocodiles any more because if he doesn’t dive to untangle the net, his master will beat him – and that he was much more afraid of that. I was very sad: how could anyone treat children so badly! It wasn’t right! I never saw these boys at our school. I told my mum about it. She promised she would ask a man who worked on the lake she knew. After all, every child should be able to go to school and play!

You know what happened? The man who works on the lake and also teaches at our school informed the police that the boys are working instead of going to school. He made sure they didn’t have to work any more and could go to school. They come to classes with us now. And believe me, they have a great enthusiasm for learning! And we always play ball together after school, no matter the weather. I learned from them that freedom was important. They told me that you are free when you can do things that you have the right to do and that you want to do. And that no one can forbid us from doing so. Thanks to my new colleagues, I also see my life and responsibilities differently, for example at school. Going to school is also a duty and sometimes I would prefer to stay at home. But I know you can’t always just do what you want to do. I understand that I can learn a lot of interesting and important things at school. I have nice classmates and we meet after school. When I think about it, I feel free.

My parents also care about my freedom – they make sure that I don’t get hurt. If you’re looking for what’s important in life, I think you can think about freedom.

Greetings from Lake Volta and I wish
you a happy journey

Maame

*Pay attention to the students’ reactions to the story, especially the issue of the physical violence experienced by the boys working on the lake. If you notice anything disturbing, try to talk to the student in private and see if there is any need for support from the school psychologist.

| A LETTER FROM GHANA – A CONVERSATION

Invite the students to talk: You can ask:

- What did Maame write to you about?
- What do you think about it?
- What’s the most important thing for Maame?

HOW TO LIVE YOUR FREEDOM – A GROUP CONVERSATION

Ask the students to divide into groups of 4-5. Tell them that Maame has prepared some photos for them because she wanted to show them her friends and the place where she lives. Spread the printouts on the floor. Ask each group to select two photos.



Boys fishing on Lake Volta.



My friends at school playing a skipping game.



Children working on boats on Lake Volta.



A boy fishing on Lake Volta.



Students in class at my school.



Friends from my school after school.



A boy fishing on Lake Volta.



Children fishing on Lake Volta.



Senior classmates from school.



My schoolmate reading after school.

Give the students a moment to look at the selected photos, then ask:

- What do you think, do the people in these pictures feel free?
- What makes you think so?

Ask them to take a moment to talk about it in groups.

Invite the whole class to take part in the conversation:

- When do you feel free?

| WHAT DO YOU ASSOCIATE FREEDOM WITH?
– THINK-PAIR-SHARE METHOD AND PREPARATION OF A POSTER

Ask them:

- What do you associate freedom with?

Ask the students to pair up and present a plan of action:

- first think for a minute about the answer yourselves,
- then talk about your associations with your friend in the pair,
- at the end we will all create a common poster presenting what we think about when we think of freedom.

| LIMITATIONS OF OUR FREEDOM – BRAINSTORMING AND ANALYSIS OF IDEAS

Ask the students:

What would happen if we could do whatever we wanted, anything we could think of, if we had no limits?

Students present their ideas. Write them all down on the board or a sheet of paper.

Then draw a table on the board or a sheet of paper with three columns and as many rows as the number of different activities which the students have listed. Name the middle column: What do we feel like doing? In the next rows write down the activities. Leave the other columns empty. Then ask the students to think about:

- What makes them want to do these things?
- Why can't they do them?

Start a conversation about each activity, write down the conclusions in the table.

If you think that your students will be more focused during a lively conversation rather than while writing their thoughts in a table, you can make this an oral activity.

Examples of students' ideas:

Why do we want to do it?	What do we feel like doing?	Why can't we do it? What would the consequences be if we did?
It's cool, I like it. (the need: pleasure, fun)	Play until night-time.	We're going to be sleepy. We are making noise and disturbing our parents, neighbours, who have the right to have some peace and quiet at night because they want to sleep, e.g. before a difficult day at work.
During the summer holidays and days off school we can do what we want and nobody makes us do anything. (the need: pleasure)	We want to have holidays all year round.	We wouldn't go to school, so we wouldn't learn anything. The parents also wouldn't go to work or earn money, because they would have to take care of us all the time. We wouldn't be able to pay electricity bills, the rent, we wouldn't go shopping.
You can play until you win, reach the highest level in the game. You can beat other players. (the need: pleasure, competition, immediate gratification)	Play computer games all day long.	We would be very tired, our eyes would be sore from looking at the screen. We wouldn't have a life, we'd just be living the lives of the heroes in the game. We wouldn't know what was happening around us.

Sum up the exercise by drawing the attention of the students to the fact that our freedom is sometimes limited for the sake of our own safety and that of others. We should consider whether our actions are not harmful to ourselves and to others.

| WHAT IS FREEDOM? – CREATING THE DEFINITION

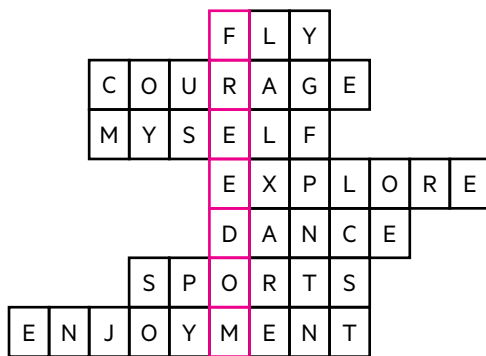
Ask the students to use what they have discovered during the classes to say what freedom is in their own words. Once the definition is agreed upon, write it down on a separate sheet of paper and hang it next to the definition of values.

| WHAT ARE WE TAKING WITH US FROM TODAY’S TRIP? – SUMMARY OF THE CLASS

Sum up the activities by drawing attention to the different aspects of freedom you talked about.

Hand out the „Freedom” work cards to the students. If the students can already write, ask them to add the words they associate with freedom to the word FREEDOM so that they form a diagram.

An example of a diagram:



Students who are not yet able to write can draw their associations with the word FREEDOM.

Once the card has been filled in, the students fold it and stick the hatched part in the middle of their folder so that they can see the word "freedom".

| AFTER THE CLASS – INFORMATION FOR PARENTS AND GUARDIANS



At the end of the class, provide the parents or guardians of your children with information prepared especially for them, which will enable them to continue the work you have done with the group today. You will find it [here](#).



DEAR PARENTS! DEAR GUARDIANS!

In today's class in the "Journey through the World of Values" series, we talked about what freedom is. The students learned the story of children in Ghana who, instead of going to school, perform dangerous fishing jobs on Lake Volta. On the basis of their true experiences, we have discussed what freedom means, its limitations, and how valuable it is.

The aim of the classes was to draw the students' attention to what freedom is. After the classes, the student can:

- define freedom as the right to act according to one's own will;
- understand that individual freedom has its limits and that one cannot exercise one's own right to freedom at the expense of others;
- explain the limits of freedom defined by one's own and other people's security and right to freedom.

Suggested activity to be done at home

1. With your child, draw a world in which you can do whatever you want with no restrictions. Talk about the pros and cons of living in such a world.
2. Agree with the children and write down on a piece of paper:
 - a. three things that the children can do at home;
 - b. three things they can't do;
 - c. three things they can do with the parents' permission.

As you make your choices, talk about what makes you want to do something and why sometimes you can't do what you want.

3. Agree with the children and write down on a piece of paper:
 - a. three things parents can do at home;
 - b. three things they can't do;
 - c. three things they can do after agreeing with upon it with other members of the household.

As you make your choices, talk about what makes you want to do something and why sometimes you can't do what you want.

Hi!

My name is Maame, I'm 8 years old. I live in the city of Kete-Krachi on the shores of Lake Volta in Ghana.

I have heard that you have started your journey because you want to know what is important to other people living in different parts of the world. I'm glad you have come here, to Ghana in Africa. I will be very happy to tell you about what I have learned recently and what is valuable to me.

I don't know if you know that Lake Volta is one of the largest artificial lakes in the world? That means it was made by people. I like to look at the lake, though, imagine, that there are crocodiles there! I'm getting the shivers just thinking about it. Because of that, I don't want to go into the water unattended.

That's why I was so surprised when I saw that there were boats on the lake, not only with adults, but also with children. I wanted to ask them what it's like to be on a boat on a water filled with crocodiles and if they're not afraid. I even saw them jump out of the boats and dive into the lake.



My parents once let me wait until one of those boats came to shore. I watched the boys who started untangling the net as soon as they jumped onto the land. They didn't even rest for a minute! They didn't eat anything, they had no bottles of water. I wanted to help them a little but I was chased away by a man who came out of the boat with them.

So, I waited hiding until the boys finished their work. I wanted to ask them about the crocodiles and if they were not afraid of them. When I walked up, I saw their fingers were cut from untangling the net. One of the boys only smiled sadly at me and said that he was not afraid of the crocodiles any more because if he doesn't dive to untangle the net, his master will beat him – and that he was much more afraid of that. I was very sad: how could anyone treat children so badly! It wasn't right! I never saw these boys at our school. I told my mum about it. She promised she would ask a man who worked on the lake she knew. After all, every child should be able to go to school and play!

You know what happened? The man who works on the lake and also teaches at our school informed the police that the boys are working instead of going to school. He made sure they didn't have to work any more and could go to school. They come to classes with us now. And believe me, they have a great enthusiasm for learning! And we always play ball together after school, no matter the weather. I learned from them that freedom was important. They told me that you are free when you can do things that you have the right to do and that you want to do. And that no one can forbid us from doing so. Thanks to my new colleagues, I also see my life and responsibilities differently, for example at school.

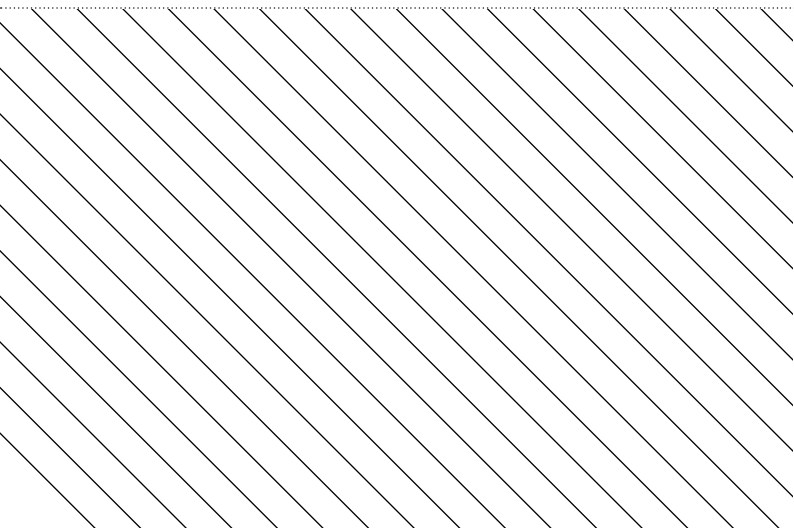
Going to school is also a duty and sometimes I would prefer to stay at home. But I know you can't always just do what you want to do. I understand that I can learn a lot of interesting and important things at school. I have nice classmates and we meet after school. When I think about it, I feel free.

My parents also care about my freedom – they make sure that I don't get hurt.

If you're looking for what's important in life, I think you can think about freedom.

*Greetings from Lake Volta
and I wish you a happy journey
Maame*

FREEDOM IS A VALUE. THE LIMITS OF MY FREEDOM ARE DETERMINED BY MY SECURITY AND THE SECURITY AND FREEDOM OF OTHER PEOPLE.



FREEDOM

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Boys fishing on Lake Volta.



My friends at school playing a skipping game.



Children working on boats on Lake Volta.



Senior classmates from school.



A boy fishing on Lake Volta.



Students in class at my school.



Friends from my school after school.



My schoolmate reading after school.



A boy fishing on Lake Volta.



Children fishing on Lake Volta.

SCENARIO 3 OF 10

A JOURNEY THROUGH THE WORLD OF VALUES

KENYA

Expressing oneself



SCENARIO CARD

**| MAIN GOAL**

To draw the students' attention to what self-expression is – an expression of oneself manifesting itself in taking action that brings joy.

| SPECIFIC GOALS

The student:

- talks about their interests and their role in their life;
- sees that learning something new brings joy;
- understands that different activities can be undertaken for pleasure;
- understands that one can do different things without competing with other people (the student doesn't have to be the best or even better than others at what they do);
- knows that they can express themselves in a satisfactory way (they don't have to be perfect at it).

| TEACHING AIDS

- a letter from Samuel from Kenya (1 copy to be printed);
- part of the documentary series "Domino Effect" – "The Voices of Kibera"
- additional material for the exercise "We express ourselves in everyday activities" (1 copy to be printed and cut into single words);
- the "Self-expression" work card (to be printed for each student);
- a large world map or globe;
- an envelope;
- a computer, a screen and speakers for the screening of the film;
- artistic materials for making drawings on the work card;
- sticky notes.

| PREPARATION FOR THE CLASSES

Before class, print the letter from Samuel and put it in an envelope addressed to the students.

LESSON PLAN

| WE SET OUT ON OUR JOURNEY – BEGINNING OF THE CLASSES

Welcome the students, invite them to prepare their folders and go on the road. Let them move freely around the classroom at a speed they like.

Then ask them to sit down and ask:

- Do you remember what our destination is?
- What did Maame from Ghana write about in her letter?
- What was the most important thing to her?

Explain:

- Today we are going on a journey to another country in Africa – Kenya. We've been invited there by Samuel. We've arrived!

Show Kenya and its capital, Nairobi, on the world map. Ask the students to find the country on the maps they have in their suitcases and to mark it on them.

- Samuel, who invited us to Kenya, sent us a letter and a film about his friend and favourite teacher. All three of them live in a district of Nairobi where half of the inhabitants are children. Listen to what he wrote to you about.

**| MY INTERESTS EXPRESS WHO I AM
– READING THE LETTER FROM KENYA**

Take the letter from Samuel out of the envelope and read it.

”

Hi!

”

I'm Samuel. I am 8 years old and live in Kibera – a district of Nairobi, the city which is the capital of Kenya. I was very happy when I found out that you went on a journey in search of what is important in life. Are you wondering why was I so happy? It's because I was looking for it, too! It's not easy when you live in extreme poverty and you don't have many things you need. But I have looked at people who look happy and persistently strive to change their lives for the better. Do you know what I have discovered? I think I know what all these people have in common! In addition to their duties, they do what gives them joy. They develop their interests, even when their passions seem strange. Here, in a place where there is often no water to wash with, you can dance ballet or act in the theatre.

If you think about ballet, you probably immediately think of very slim ballet dancers in tulle skirts. Of course, this is what professional ballet dancing looks like. But you don't have to be a professional dancer to dance ballet and love it. I want to show you my friends who I dance with in the ballet company and our wonderful teacher, Michael. Unfortunately, I'm not in the film because I wasn't at school when the recording was made. My friend Byron is going to tell you about it. See for yourself!

Play the prepared **part of the film**.



Then read the second part of the letter.

” *All of us in the company love to dance. Dancing helps us forget about all our problems and difficulties. After a ballet class I feel that because I am persistent in practising the splits, I can learn mathematics with the same consistency. That is why I am telling you: the most important thing is to have interests and to develop them. This gives us wings when we can show in different ways what is inside us and what we love. When we do what we love, we have more energy to do other things!* ”

I send you my warmest greetings
Samuel

| A LETTER FROM KENYA – A CONVERSATION

Invite the students to talk: You can ask:

- What did Samuel want to share with you?
- Tell me about what you saw in the film?
- What can the feelings of the people presented in the film be?
- What can make them feel that way?
- Do you have to be very skilled at something to enjoy it?
- Do you sometimes do things you greatly enjoy and it is not important to you if you are the best at it? Why is that so?
- Do you ever want to share what you enjoy with others? Why?

Try to conduct the conversation in such a way that the students draw the following conclusions:

- Doing what we like gives us joy.
- It is pleasant to learn new things; we don't always have to be the best.
- We don't have to be the best at what we do to do it and to like it.
- We have the right to express ourselves through various activities that make us happy.

| WHAT ARE OUR INTERESTS? – THINK-PAIR-SHARE METHOD

Ask the students to divide into groups of four. Give each student a few sticky notes. Tell them:

- Think about what you're interested in. What's your hobby? Or maybe you have a few different passions and interests?

Present them with a plan of action:

- first, each person is going to think about the answer alone for a minute and write it down or draw it on a sticky note (one passion per note);
- then, talk to your classmates in the group to see if you have the same interests;
- at the end, the groups can compare their interests and look for answers to the following questions:

Why is it fun to do what you like?

What do you do if something doesn't work out the way you want it to?

If the students have difficulty answering, you can guide them by sharing your own experience: e.g. when I paint a picture, I enjoy making the sketch very much, and then it is a challenge for me to fill it with colour in such a way that I like it; I feel satisfied when I manage to do it in such a way that the picture looks like what I have imagined.

SELF-EXPRESSION IN EVERYDAY ACTIVITIES – CHARADES

Invite the students to play a game of charades in which they will show different activities that can be a source of joy for the people who perform them.

Volunteers draw cards with the name of the activity. If the student can't read yet, read them the word to quietly. Students can: hum, make various gestures, role-play. It is important that they present the activity in a way that suggests that they really like performing it.

When summing up the exercise, ask the students if they have ever thought that cleaning the house, for example, is a pleasant thing, and can be a way of expressing oneself. There are people who like tidiness and feel good cleaning, who like presenting their favourite things which are important to them or even their collections and putting them on shelves in a specific way. Maybe one of the students is such a person. Tell them that sometimes small everyday activities are the ones through which we express ourselves.

WHAT IS SELF-EXPRESSION? – CREATING THE DEFINITION

Ask the students to use what they have discovered during the classes to say what self-expression is in their own words. Once the definition is agreed upon, write it down on a separate sheet of paper and hang it next to the cards with the definitions of freedom and values.

WHAT ARE WE TAKING WITH US FROM TODAY'S TRIP? – ARTS & CRAFTS WORK AND SUMMARY OF THE CLASS

Sum up the class; tell the students that the interests do not have to be exceptional or unusual. It is important to do what makes us feel good about ourselves, what is important to us, what allows us to express ourselves. Point the students' attention to the fact that thanks to doing what we like, it is easier for us to overcome difficulties, we have more energy to do things that are more difficult for us and those we like less.

Ask the students:

- What are they bringing back home from their trip to Kenya?
- What value did Samuel write about in his letter?

Hand out the work cards and tell them that they should:

- first, complete the answers to the questions by drawing or writing them down;
- then, cut out the heart, fold it and stick it with one part in the middle of the folder;
- cut out the definition and glue it next to the heart.

Encourage the students to talk in pairs about what they have presented on their work cards.

AFTER THE CLASS – INFORMATION FOR PARENTS AND GUARDIANS



At the end of the class, provide the parents or guardians of your children with information prepared especially for them, which will enable them to continue the work you have done with the group today. You will find it [here](#).



DEAR PARENTS! DEAR GUARDIANS!

In today's class in the "Journey through the World of Values" series, we talked with children about self-expression. We talked about how important it is to do things we enjoy and do no harm to others, so that we can show what we feel, what we think and what we care about. We have agreed that we do not always have to be professionals in what we do to do it and enjoy it. It is important to look for a way to express oneself. During the classes, the children learnt about a story from Kenya. There are ballet classes taught in the slums of Nairobi, which have a surprisingly good influence on the development of the children and their motivation to learn, although they may seem superfluous in a place where most people struggle to make ends meet. This example shows that the immense joy and satisfaction resulting from the classes allowing self-expression, regardless of one's talent or predisposition, can significantly improve children's willingness to take on the challenges they face, and the level of perseverance they show when acting.

The aim of the classes was to draw the students' attention to the importance of self-expression – expressing oneself by taking actions that bring joy, even if one is not good at what one does.

After the classes, the student can:

- talk about their interests and their role in their life;
- see that learning something new brings joy;
- understand that one can undertake different activities and enjoy them;
- understand that one can undertake different activities without competing with others (one does not have to be the best or better than others in what one does);
- realise that they can express themselves in a satisfactory way (they don't have to be perfect at it).

Suggested activity to be done at home

1. On a large sheet of paper, trace the contour of your child's body. Then fill in the shapes together with words or drawings that tell you what your child likes doing. You can treat this activity as an interview with your child. You are a journalist and your child is answering your questions. On the hands of the silhouette put the information about what the child likes doing, on the legs – about the places where they enjoy walking to, on the head – about the dreams of what they would like to do in the future, and around the heart – about three things that they enjoy doing the most.
2. On the second sheet of paper, the child should draw the outline of the parent and conduct a similar interview with them. If you do not have large sheets of paper, you can do this exercise by drawing silhouettes of a child and an adult on A4 sheets of paper.
3. Talk to the child about why it's fun to do what you like.
4. Tell your child what you like doing regardless of the fact that you are not the best at it because you enjoy it anyway. Mark these activities on your silhouette.
5. Ask your child what you can do when something doesn't work out as you wanted.

Hi!

I'm Samuel. I am 8 years old and live in Kibera – a district of Nairobi, the city which is the capital of Kenya. I was very happy when I found out that you went on a journey in search of what is important in life. Are you wondering why was I so happy? It's because I was looking for it, too! It's not easy when you live in extreme poverty and you don't have many things you need. But I have looked at people who look happy and persistently strive to change their lives for the better. Do you know what I have discovered? I think I know what all these people have in common! In addition to their duties, they do what gives them joy. They develop their interests, even when their passions seem strange. Here, in a place where there is often no water to wash with, you can dance ballet or act in the theatre.

If you think about ballet, you probably immediately think of very slim ballet dancers in tulle skirts. Of course, this is what professional ballet dancing looks like. But you don't have to be a professional dancer to dance ballet and love it.

I want to show you my friends who I dance with in the ballet company and our wonderful teacher, Michael. Unfortunately, I'm not in the film because I wasn't at school when the recording was made. My friend Byron is going to tell you about it. [See for yourself!](#)



All of us in the company love to dance. Dancing helps us forget about all our problems and difficulties. After a ballet class I feel that because I am persistent in practising the splits, I can learn mathematics with the same consistency.

That is why I am telling you: the most important thing is to have interests and to develop them. This gives us wings when we can show in different ways what is inside us and what we love. When we do what we love, we have more energy to do other things!

*I send you my warmest greetings,
Samuel*

What gives me joy?

When do I feel good?



EXPRESSING ONESELF: Doing what I like and what gives me joy and does not hurt anyone, so I can show who I am and what I care about. I can enjoy learning new things even if I don't always do them well.

**ADDITIONAL MATERIAL FOR THE EXERCISE
“SELF-EXPRESSION IN EVERYDAY ACTIVITIES”**

Cut out individual words and prepare them to be drawn by the students.



PLAYING FOOTBALL	RUNNING	JUDO	TENNIS
TAKING CARE OF FLOWERS	DUSTING THE ROOM	CLEANING	SINGING
PAINTING	MAKING JEWELRY	DANCING	DIY ACTIVITIES
READING BOOKS	COOKING	WRITING SHORT STORIES	RECORDING FILMS
SKIPPING ROPE	MAKING PHOTOGRAPHS	KNITTING OR CROCHETING	PLAYING CHESS
SEWING	BIKING	TAKING CARE OF THE DOG	PLAYING A MUSICAL INSTRUMENT

SCENARIO 4 OF 10

A JOURNEY THROUGH THE WORLD OF VALUES

LESOTHO

Empathy



SCENARIO CARD

**| MAIN GOAL**

To draw the attention of the students to what empathy is.

| SPECIFIC GOALS

The student:

- defines the concept of empathy;
- gives examples of empathic behaviours (e.g. listening carefully to another person, asking questions, not comparing someone's feelings with one's own, not judging, not advising solutions when someone does not ask for them);
- sees empathy as a value;
- understands that empathy allows us to live well with other people because we try to see the situation as other people see it.

NOTE! In order for the students to take full advantage of the activities proposed, it is advisable that their competences enable them to identify, name and express emotions and feelings fairly well. If you think that it would be desirable to do additional work with the students on the topic of specific emotions and feelings, we encourage you to use the previous editions of the scenarios available on the [Kulczyk Foundation website](#).

| TEACHING AIDS

- a letter from Lineo from Lesotho (to be printed in 1 copy);
- part of the documentary series "Domino Effect" – "The Kingdom in the Sky";
- photos from Lesotho (to be printed in A4 format in colour);
- supplementary material – comic book bubbles (1 copy for each pair of students);
- the "Glasses of empathy" template (1 copy to be printed on thicker paper for each student);
- the "Definition of empathy" template;
- the "Flower of empathy" work card (to be printed for each student);
- a large world map or globe;
- an A4 envelope;
- a computer, a screen and speakers for the screening of the film;
- arts & crafts supplies (scissors, glue, markers, crayons).

**| PREPARATION FOR THE CLASSES**

Before class, print the letter from Lineo and the photos from Lesotho and put them in an envelope addressed to the students.

LESSON PLAN

| WE SET OUT ON OUR JOURNEY – BEGINNING OF THE CLASSES

Welcome the students, invite them to prepare their folders and go on the road. Let them move freely around the classroom at a speed they like.

Request that they take their seats and ask:

- Do you remember what our destination is?
- What did Maame from Ghana write about in her letter? What did Samuel from Kenya write about and what did he show in his film? What was important to them?

Introduce the topic of the lesson and show the Kingdom of Lesotho on the world map. Ask the students to find the country on the maps they have in their suitcases and to mark it on them.

- We are still on the African continent. Today we will meet a new friend, Lineo, from Lesotho. The country is called “The Kingdom in the Sky” because its entire area is more than 1000 m above sea level. Anyone who has ever been in the mountains knows that 1000 meters above sea level is high. This tiny kingdom is surrounded by another country – South Africa. Lineo wanted to tell you what she thought was the most important thing in life.

| WHAT IS EMPATHY? – READING THE LETTER FROM LESOTHO

Take Lineo's letter out of the envelope and read it.

“ Hi!
My name is Lineo, I'm writing to you from the Kingdom in the Sky – Lesotho. The views here are like heaven, but life is difficult. Many children lose their parents early because people die young. That's what happened to my parents. I was alone when I was very young. Aunt Mathato took care of me. She's an adopted aunt who runs the "SOS. Children's Villages" home. She looks after several children who have also lost their parents. She's not a relative of mine, but she takes care of me and the other children like the best mum ever. I really want to show her to you, so I've prepared a film for you. My aunt will tell you about our everyday lives. Then, I'm going to write about what the most important thing in life for me is. ”

Stop reading the letter and play **part of the film**.

Then, continue reading the letter.

“ As aunt Mathato says, we have a lot of duties. Auntie is busy with her tasks all day long, running the house for our bunch. However, when we are sad, when we want to talk, she always finds time for us. She's interested in how we feel. Auntie taught us that we have the right to be sad and we can cry if we are. She can look at our sorrows through our eyes and does not judge us, does not say that they are stupid or that we have no reason to be sad. Aunt Mathato taught me that although we all have a lot of responsibilities, it is important to find time to be together, to tell each other everything that is important to us, and to experience it together. If you're looking for what's important in life, I'll tell you without a moment's hesitation: EMPATHY! It makes life better, even when it gets bad. ”

Your Lineo

**| A LETTER FROM LESOTHO – A CONVERSATION**

Invite the students to talk. You can ask:

- What did Lineo say in the letter?
- What did the film show? What do you think about it?
- What do you think empathy is?

Allow the students to name their free associations with the concept of empathy.

EMPATHIC ATTITUDE (WE LISTEN AND WE ARE PRESENT) – THINK-PAIR-SHARE METHOD

Ask the students to think about and answer the following questions:

- How do you know that someone is listening to you, that they're interested in what you feel?
- How do you behave during a conversation to show that you care about the person you are talking to?

Ask the students to pair up and share their thoughts.

Then spread the **photographs** on the floor showing different attitudes towards the speakers (empathic and neutral). Ask the students to select the pictures which, in their opinion, represent a situation in which someone is showing empathy to the other person. Then each pair of students should choose one of the pictures.

Suggest that they create a short story about what they can see in the photo. Let them glue bubbles above the characters and write inside what the characters could be saying in the given situation. The statements should express empathy and interest in the speakers. In order to make it easier for the students to understand the task, you can first select one picture, glue the bubbles, and create the dialogues together.

If the students can't write yet, you can do this exercise with them orally – let each pair make up a story and then tell it.

After completing the task, suggest that each pair present their story.

An example of a mini-comic book:

When summarising the task, point the students' attention to the three principles of empathy:





- 1) QUESTIONS – We ask the other person: How are you feeling? What do you need? Is there anything I can do to help you?
 - 2) YES! – We show the other person that we are listening, that we are present and that we show interest.
 - 3) NO! – We try: not to judge, not to give advice, not to make the other person laugh even though they don't feel like it, not to compare them with ourselves or others.
- Invite the students to talk about how they understand the principles of empathy presented.

Ask them if they'd like to change anything in their stories. If so, let them stick new bubbles to the photos and write corrected dialogues.

THE GLASSES OF EMPATHY – ARTS & CRAFTS WORK

Propose that the students imagine that each of them is wearing glasses through which they look at the world. Explain:

- When we show empathy to other people, it means that we put ourselves in their shoes for a moment, that is, we think about how they see the world, the situation which they are in, as if we were looking through their glasses. When we do that, we don't think about ourselves and how we would see it, but how a given person can see a particular situation. Point the students' attention to the fact that this also means that we take into account their right to what they see, what they feel and need.

Encourage the students to prepare the glasses through which they will look at their classmates. The students cut out the glasses from a [template on a sheet of cardboard](#), bend them according to the instructions, glue them together and sign them.

Once they have finished their work, suggest that they put the glasses on and do the task that will help them practice the empathic reactions they talked about in the summary of the previous task.

EMPATHETIC REACTIONS – PANTOMIME (*VERSION FOR YOUNGER STUDENTS)

You can modify the stories and their heroes based on the number of students willing to act out the scenes. Remember, however, to use as many elements of the description of empathic behaviours as possible.

Invite the willing students to present one of the two scenes in the form of a pantomime.

Scene 1. – three people

” *There is a lot of excitement at school today: everyone was to bring their favourite toy. Chris brought a radio-controlled car, Christine – a skipping rope, other students had their own cuddly toys, games, balls. Everyone was very excited. It seemed that everyone held a precious treasure in their hands and showed it to their classmates, and they showed interest. They asked about the details, wanted to play with their friends' toys or just hold them for a moment, they talked with excitement, looking into each other's eyes. Only Paul sat alone in his seat, hunched over, with his head slightly lowered and a sad face. 'Show us what you brought,' said Chris to Paul, sitting next to him and turning his whole body towards him. Chris looked at Paul's face. 'I can't...' answered Paul, without raising his eyes and continuing to sit with his side to his classmate. 'Why? What's the matter?' Chris asked quietly. 'I lost my coolest Lego figure on the way to school. I can't find it anywhere!' Paul answered, and tears came to his eyes. 'Oh, it must be very upsetting that you have lost your figure!' said Chris and put his hand on Paul's back, patting it gently. 'Yes, I am very upset,' Paul admitted, raising his head and looking at Chris. 'Is there anything we can do to help you? Maybe you want to skip rope with me?' Christine approached the boys, showing the skipping rope. 'Yes, thank you. This is very kind of you,' Paul answered, smiling and looking into Christine's eyes. 'Chris, why don't you show me how you play with your car? I'm sure it's sooo cool,' Paul asked Chris and smiled.* ”

Scene 2. – three people

“ When Kate entered the cloakroom, slightly limping, Anne and Monica were sitting on the bench. Kate had a very sad face, she didn’t even look at her friends. Anna asked Kate: ”

‘Is something wrong, Kate?’

Kate looked at her and tears came to her eyes.

‘My knee hurts so much!’

Monica got up and helped Kate sit on the bench.

‘Is there anything we can do to help you? What’s the matter?’

Anne and Monica sat next to Kate, looking at her calmly. Kate cried and started telling them how she tried to ride her bike on her own, but she fell over and the boys from another class standing nearby laughed at her. Anne hugged Kate and looked into her eyes. She said:

‘I understand that you must be upset because not only did you fall over, but on top of that, someone laughed at you.’

‘Yes, Kate nodded, I felt very ashamed.’

Monica leaned over to Kate and said:

‘You know, everyone who’s learned to ride a bike has fallen off it more than once. Maybe you need me to show you how I learned to ride a bike?’

‘Thank you,’ Kate answered, raising her head and looking into Monica’s eyes.

‘I could really use your help.’

| EMPATHETIC REACTIONS – DRAMA (*VERSION FOR OLDER STUDENTS)

Ask the students to pair up and prepare drama scenes. One person will take on the role of the character depicted in the introduction. The other one will be their friend.

The pairs will have some time (around 2 minutes) to discuss the scene and then all the pairs will act out their dramas at the same time. During the exercise they can switch roles so that both persons can practice expressing empathy.

Encourage the students to use the glasses they have prepared. Let them switch glasses and try to say what the person whose glasses they are wearing on their noses may feel in the situation they are acting out.

Suggest additional questions that may help in preparing the drama:

- What might the character be feeling?
- What might this person need?
- How would you like the person next to you to react?

After performing the drama in pairs, you can encourage the students to present the scenes to the class.

Scene 1. “ There is a lot of excitement at school today; everyone was to bring their favourite toy. Chris brought a radio-controlled car, other students had their own cuddly toys, games, balls. Everyone was very excited: it seemed that everybody was holding a precious treasure in their hands and presented it to their classmates. Only Paul sat alone on the bench with his head down. ”

Scene 2. “ That day, the school playground hosted sports competitions and roller skating races. Kate was very happy; she knew that she was the best at school and nobody had a chance of beating her. Several people had applied to participate in the race, including Margaret, Kate’s best friend. A short exchange of glances, smiles and go! At the beginning everything went as Kate had assumed it would. She immediately took the lead leaving the remaining competitors behind. One last lap ahead of her, just a little bit more, and the main prize seemed to be hers. Suddenly – wham! A small stone got caught between the wheels of the roller skates, she fell down and her knee started bleeding. When she tried to get up, she saw her best friend Margaret heading for the finish line. ”

| WHAT IS EMPATHY? – CREATING THE DEFINITION

Ask the students to use what they have discovered during the classes to say what empathy is in their own words. Once the definition is agreed upon with the class, write it down on a separate sheet of paper and hang it next to the cards you created during the previous classes.

| *THE DEFINITION OF EMPATHY – A SCATTERED WORDS GAME FOR VOLUNTEERS

You can propose your students play a **scattered words** game: "Empathy is an attempt to see the world through the eyes of another human being", which can be stuck inside the folder next to the work card.

| WHAT ARE WE TAKING WITH US FROM TODAY'S TRIP? – SUMMARY OF THE CLASS

To sum up the activities, refer once again to the principles of showing empathy raised during the class.

- Today we talked about empathy and learned behaviours that indicate the ability to show empathy to other people. Lineo from Lesotho considers this value to be the most important.

Invite the students to prepare a **"Flower of empathy"** to commemorate their journey to Lesotho by cutting out the template from the work card and filling it in, and then sticking it inside the folder.

If students can't write yet, they can create graphic symbols that will remind them of the principles of empathy, e.g. listening carefully, holding hands, asking about one's feelings, not giving advice.

Tell the students to put their glasses of empathy in their folders, as it would be good if they always had them with them and used them as often as possible.

Encourage the students to talk in pairs about what they have written on their flowers.

| AFTER THE CLASS – INFORMATION FOR PARENTS AND GUARDIANS

At the end of the class, provide the parents or guardians of your children with information prepared especially for them, which will enable them to continue the work you have done with the group today. You will find it [here](#).





DEAR PARENTS! DEAR GUARDIANS!

In today's class in the "Journey through the World of Values" series, we talked about what empathy is. The children got to know the story of their peer from Lesotho, where she lives in one of the SOS Children's Villages. Children who have lost their parents have found a home there. They've been accepted together with all the emotions they are experiencing. It's okay whether they are sad or happy, and attentive adults accompany them in everything they might be going through at a given moment. This makes the children feel safe there.

In order to help the children understand empathy, we used "the glasses of empathy". When we show empathy to someone, it means that we put ourselves in that person's shoes for a moment, that is, we think about what the world looks like from that person's perspective, what their situation is through the "glasses" which they are wearing. When we do that, we don't think about ourselves and how we would see it, but how a given person can see this particular situation. It also means that we take into account their right to what they see, feel and need.

The aim of the classes was to draw the students' attention to the value of empathy.

After the classes, the student can:

- define what empathy is;
- list the elements of behaviour (manifestations) indicating empathy towards other people (e.g. listening carefully to the other person, asking questions when they speak, not comparing the feelings of the other person with one's own, not judging, not advising solutions when someone does not ask for them);
- see the value of empathy, explain that through empathy we can live well with other people because we try to look at a situation as the other person sees it.

Suggested activity to be done at home

1. Write down all the feelings you can name with your children.
2. On the list, mark the feelings you've experienced recently. Discuss how you can tell that someone is experiencing a particular feeling.
3. Go for a walk with your child and point to situations where you can try to tell how someone may feel. These could include events on a playground, for example. Talk to your child about how the people you both indicate may feel; looking at their gestures, facial expressions, the tone of voice, your child should conclude what emotions they are experiencing.
4. When your child is experiencing emotions, don't rush right away to find a solution or calm them down, but sit next to them and say, for example, "I can see you're sad". Sometimes just naming the child's difficult emotion will bring relief, understanding and help in making them realise what is happening to them.
5. At home, practice applying the three principles of empathy:
 - 1) QUESTIONS – We ask the other person: How are you feeling? What do you need? Is there anything I can do to help you?
 - 2) YES! – We show the other person that we are listening, that we are present and that we show interest.
 - 3) NO! – We try: not to judge, not to give advice, not to make the other person laugh even though they don't feel like it, not to compare them with ourselves or others.

Hi!

My name is Lineo. I'm writing to you from the Kingdom in the Sky – Lesotho. The views here are like heaven, but life is difficult. Many children lose their parents early because people die young. That's what happened to my parents. I was alone when I was very young. Aunt Mathato took care of me. She's an adopted aunt who runs the "SOS. Children's Villages" home. She looks after several children who have also lost their parents. She's not a relative of mine, but she takes care of me and the other children like the best mum ever. I really want to show her to you, so I've prepared a film for you. My aunt will tell you about our everyday lives. Then, I'm going to write about what the most important thing in life for me is.

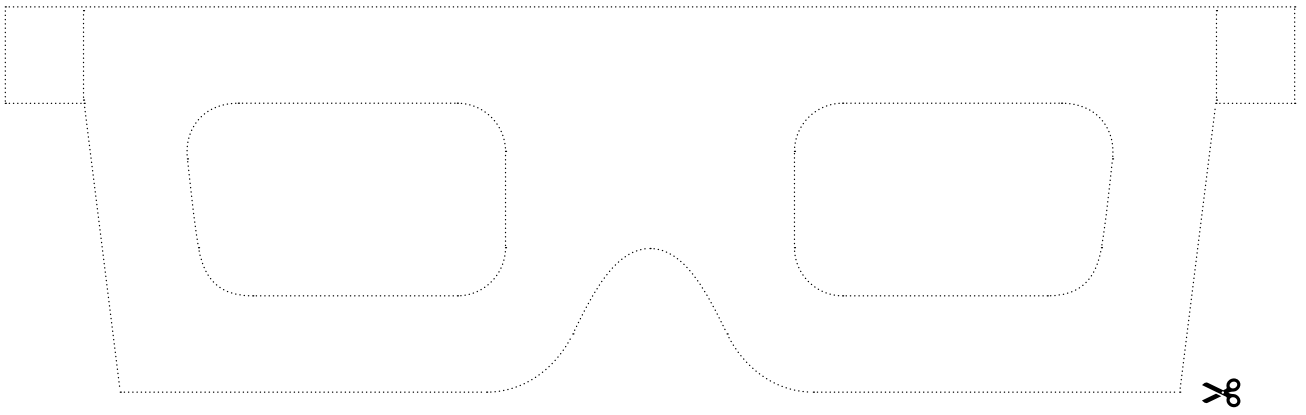
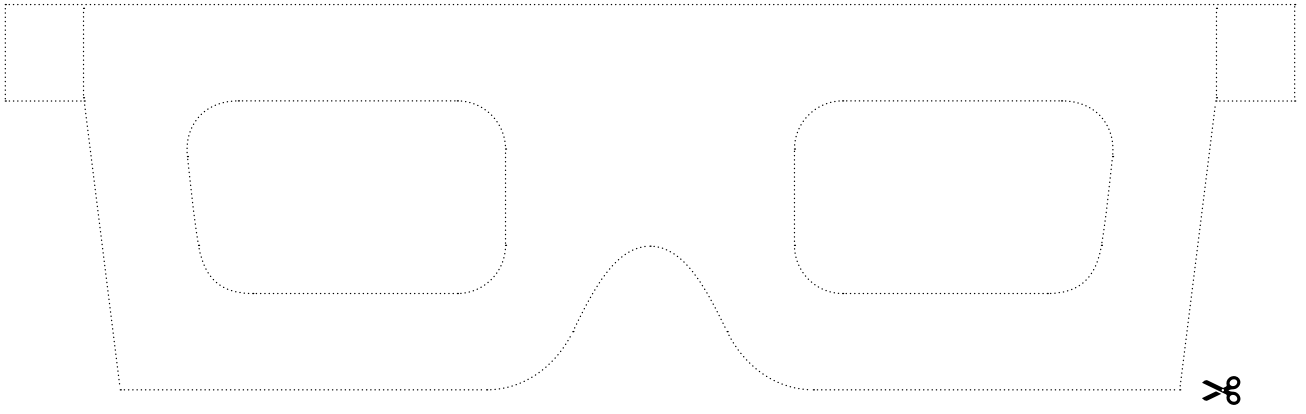


As aunt Mathato says, we have a lot of duties. Auntie is busy with her tasks all day long, running the house for our bunch. However, when we are sad, when we want to talk, she always finds time for us. She's interested in how we feel. Auntie taught us that we have the right to be sad and we can cry if we are. She can look at our sorrows through our eyes and does not judge us, does not say that they are stupid or that we have no reason to be sad.

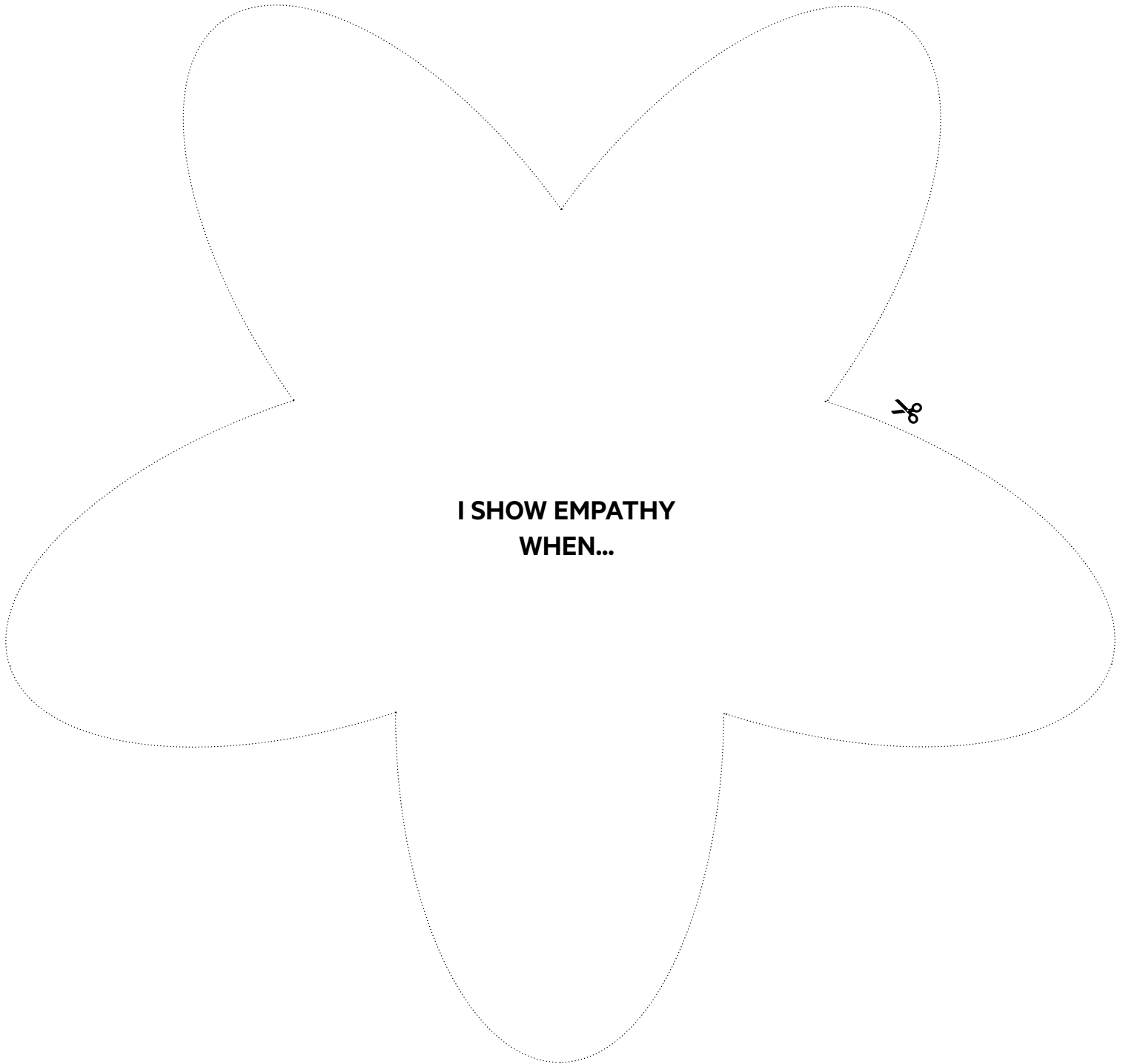
Aunt Mathato taught me that although we all have a lot of responsibilities, it is important to find time to be together, to tell each other everything that is important to us, and to experience it together.

If you're looking for what's important in life, I'll tell you without a moment's hesitation: **EMPATHY!** It makes life better, even when it gets bad.

Your Lineo



THE "FLOWER OF EMPATHY" WORK CARD



**I SHOW EMPATHY
WHEN...**























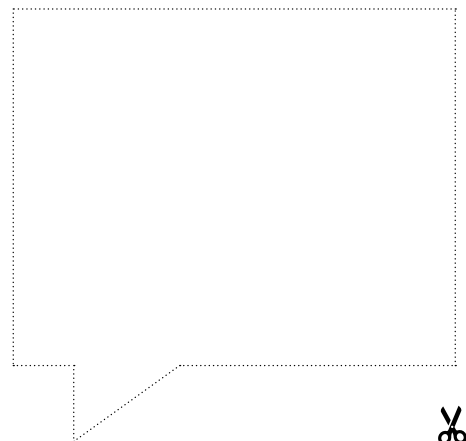
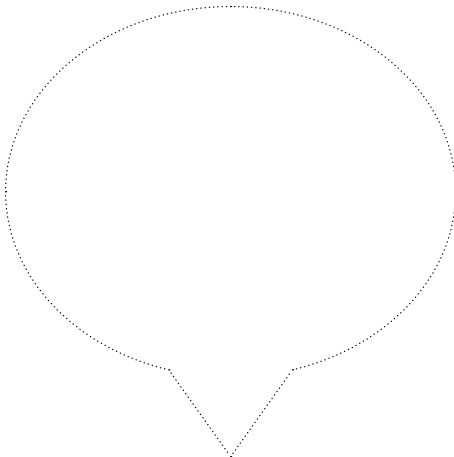
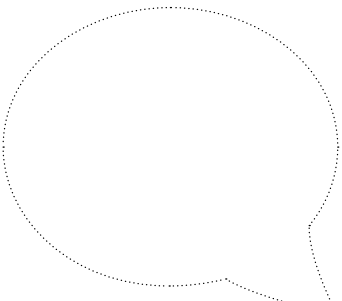
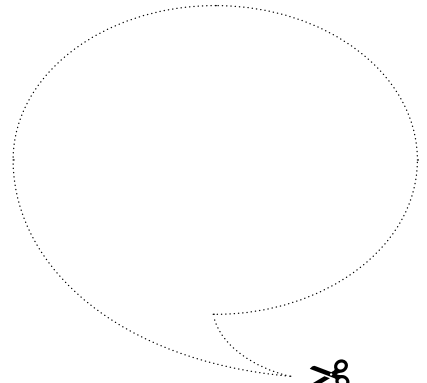
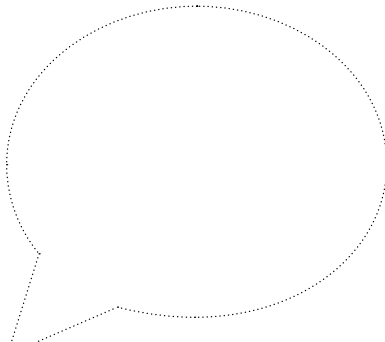
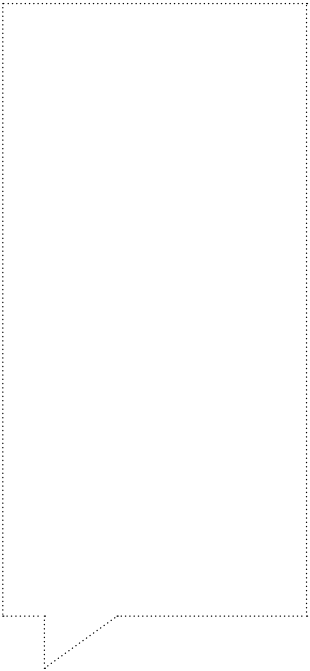
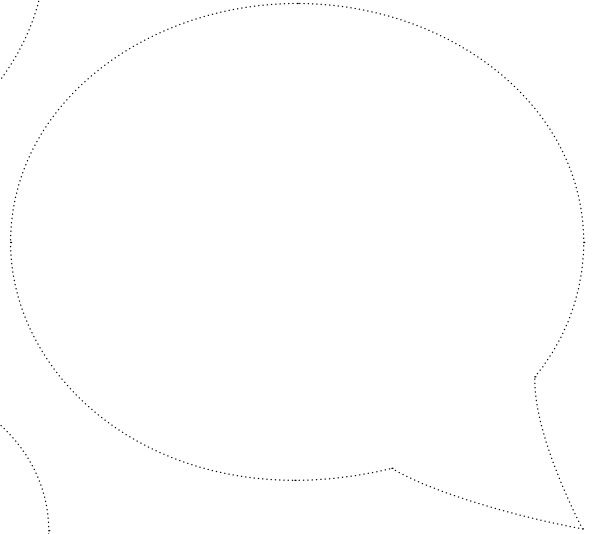
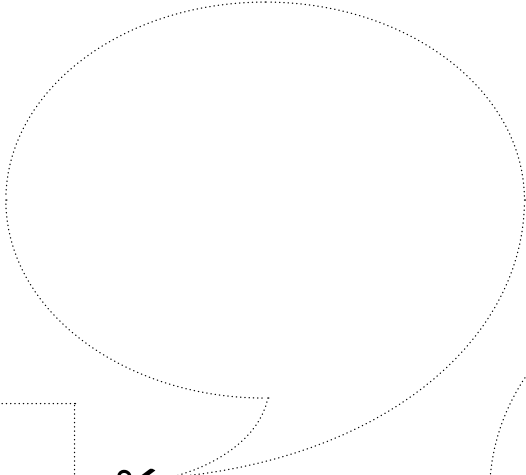
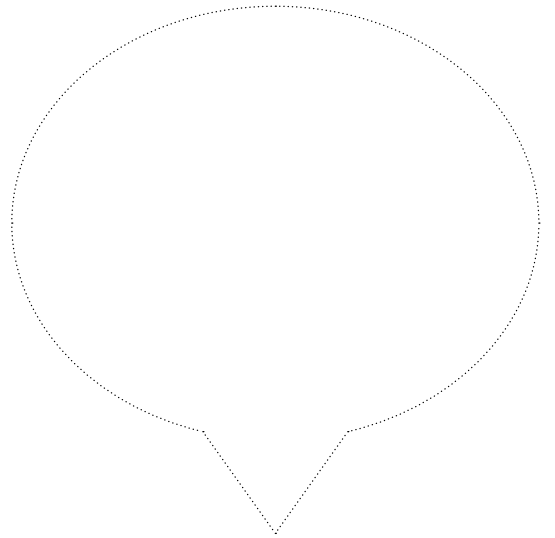












SCENARIO 5 OF 10

A JOURNEY THROUGH THE WORLD OF VALUES

NEPAL

Courage



SCENARIO CARD

**| MAIN GOAL**

To draw the attention of the students to what courage is.

| SPECIFIC GOALS

The student:

- defines courage;
- explains what courage is (it is an inner strength, awareness of the consequences of the decisions and actions one takes, the ability to accept them);
- explains that courage has different faces, e.g. means overcoming fear in order to achieve an important goal, admitting to have made a mistake, defending one's own views, expressing one's opinion.

| TEACHING AIDS

- a letter from Abhaya from Nepal (to be printed in 1 copy);
- photos from Nepal (an A4 copy to be printed in colour);
- the "Medal for Courage" template (a few pieces to print for the students to choose from);
- the "That was really brave!" work card (to be printed for each student);
- a large world map or globe;
- an A4 envelope;
- arts & crafts supplies for decorating medals and making a cartoon.

| PREPARATION FOR THE CLASSES

Before class, print the letter from Abhaya and the photos from Nepal and put them in an envelope addressed to the students.

LESSON PLAN

| WE SET OUT ON OUR JOURNEY – BEGINNING OF THE CLASSES

Welcome the students, invite them to prepare their folders and go on the road. Let them move freely around the classroom at a speed they like.

Request that they take their seats and ask:

- Do you remember what our destination is?
- What did Maame from Ghana write about in her letter?
- What did Samuel from Kenya write about and what did he show in his film?
- What value did Lineo from Lesotho tell you about?

Introduce the topic and show Nepal on the world map. Ask the students to find the country on the maps they have in their suitcases and to mark it on them.

- Today we are moving to another continent – Asia. During our previous trip we were in the kingdom of Lesotho, which is located over 1000 m above sea level. And today our search for what is important in life has led us to Nepal, a country where most of the area is located at an even higher altitude than Lesotho, in the Himalayas. The border of this country and China is the location of the world's highest mountain peak, which you may have already heard of, Mount Everest. Its highest point is at an altitude of 8848 m above sea level. Alpinists and tourists from all over the world come to Nepal to see the highest mountain in the world and try to climb it. The city of Pokhara in Nepal, is home to Abhaya, a 10-year-old girl who has written you a letter about what is most important to her.

| WHAT IS COURAGE IN EVERYDAY LIFE? – READING THE LETTER FROM NEPAL

Take Abhaya's letter out of the envelope and read it. If you can, as you are reading the letter, show the students larger prints of the photos.

” Dear students of the class...! [fill in the name of the class] ”

I am glad that you have arrived in Nepal, looking for an answer to the question of what is important in life. It is a very important question and the answer is as difficult as climbing Mount Everest! I think, however, that it is possible to find it, just as it is possible to climb to the top of the highest peak, but we need to be very well prepared.

My name is Abhaya, I am ten years old and I live in Pokhara, a town in the middle of Nepal, from which you can see beautifully snow-capped mountain peaks. My parents aren't rich. When it was time for me to start school, they told me they had no money to send me to school. They had enough money for school and textbooks for my brothers, even for the younger one. In the photo which I have attached to the letter, my younger brother is learning English.

Stop reading and show the students the photo showing an English learning workbook.



Go back to reading the letter.

” My brothers study at school, and I was to learn housekeeping. It made me very upset and angry. It’s so unfair! But I knew that many of my girl friends in the area were in a similar situation. The boys have priority to go to school and the girls stay at home. There is nothing wrong with helping your mother with cleaning the house, washing and cooking, but, we also want to learn to read, write and do the same interesting and complicated calculations as my brothers. It is possible to combine helping at home with studying!

Every day I looked at the nearby school and noticed that a group of girls a little older than me always came out of it, laughing. I also noticed that they live close to me, in a house for girls who cannot return to their families for various reasons. Look at the picture – they have a big common room where they sleep and study.

Stop reading and show the students the picture.



Go back to reading the letter.

” I was terribly ashamed and afraid that they would refuse me, but in the end I dared to ask if they could lend me their books from the earlier years of education. And, can you imagine – they lent them to me! They even asked the headmaster of their school if he couldn’t accept me into the class for beginners. The principal talked to my parents and they finally agreed. It was a day of great joy and pride, because my courage to ask for what I really wanted allowed me to start my school education. Thanks to my friends I also met another older girl, who I definitely have to tell you about. I’ll show you the photos!

Stop reading and show the students the picture.



Go back to reading the letter.

” Here you can see Kamala sitting in front of a microphone in a radio studio. She’s 15 years old. She’s exceptionally brave! She’s my role model! She had a very sad childhood: she had to beg on the street to get anything to eat, and then one man tricked her and hurt her. Luckily, there were other people who took care of her and gave her a safe shelter. Kamala says that her bad experience has made her want to help others now, just as she was helped. She also told me that she learned to fight for what was important to her. Now she studies and works in radio.

” *Last year we celebrated International Girls’ Day (oh yes – there is such a holiday – October 11th!). This inspired Kamala to prepare a special radio programme about the situation of girls in Nepal. My friends and I could watch her at work – after all, her goal was to make life better for us, too! We wanted to get involved, too. The hardest part was asking questions to people in the street. I watched Kamala do it.* ”

Stop reading and show the students the picture.



Go back to reading the letter.

” *She was also a little nervous before she approached someone, but then she talked calmly and at ease. What about me? I was very afraid of how the adults would react, but I also overcame the fear and asked a few people if they knew that there was such a holiday as the International Girls’ Day and why it was established. The people I asked didn’t know. I got very emotional. I felt more courage because I understood that it was important that as many people as possible knew about this holiday. I explained to them that it was about giving boys and girls the same rights, e.g. allowing them to go to school together. I would like our families to be as happy when a girl is born as they are when a boy is born, and not to be sad because of it. After all, nobody gets hurt when I’m learning mathematics and I’m getting better and better at it, while my brother is great at dancing and writing poems.* ”

Imagine that with my involvement and the fact that I am not afraid to say what is important to me, I gained the respect of my male friends. They see that I am fighting for what is important to me, and to them, although sometimes it causes problems and not everyone is satisfied.

And you know what? I am convinced that courage is a great value, and not just the courage one needs to climb the highest mountain in the world, but the courage one shows every day, to admit to having made a mistake, to defend something that is important to us, to do important things, even if not everyone likes it. I wish you such courage in your further journey through life!

Your Abhaya

| A LETTER FROM NEPAL – A CONVERSATION

Invite the students to talk. You can ask:

- Tell me about what Abhaya wrote to you in her letter.
- What examples of courage did she write about?
- What does it mean to you that someone is brave?

| WHAT DOES COURAGE INVOLVE? – A MIND MAP

Ask the students:

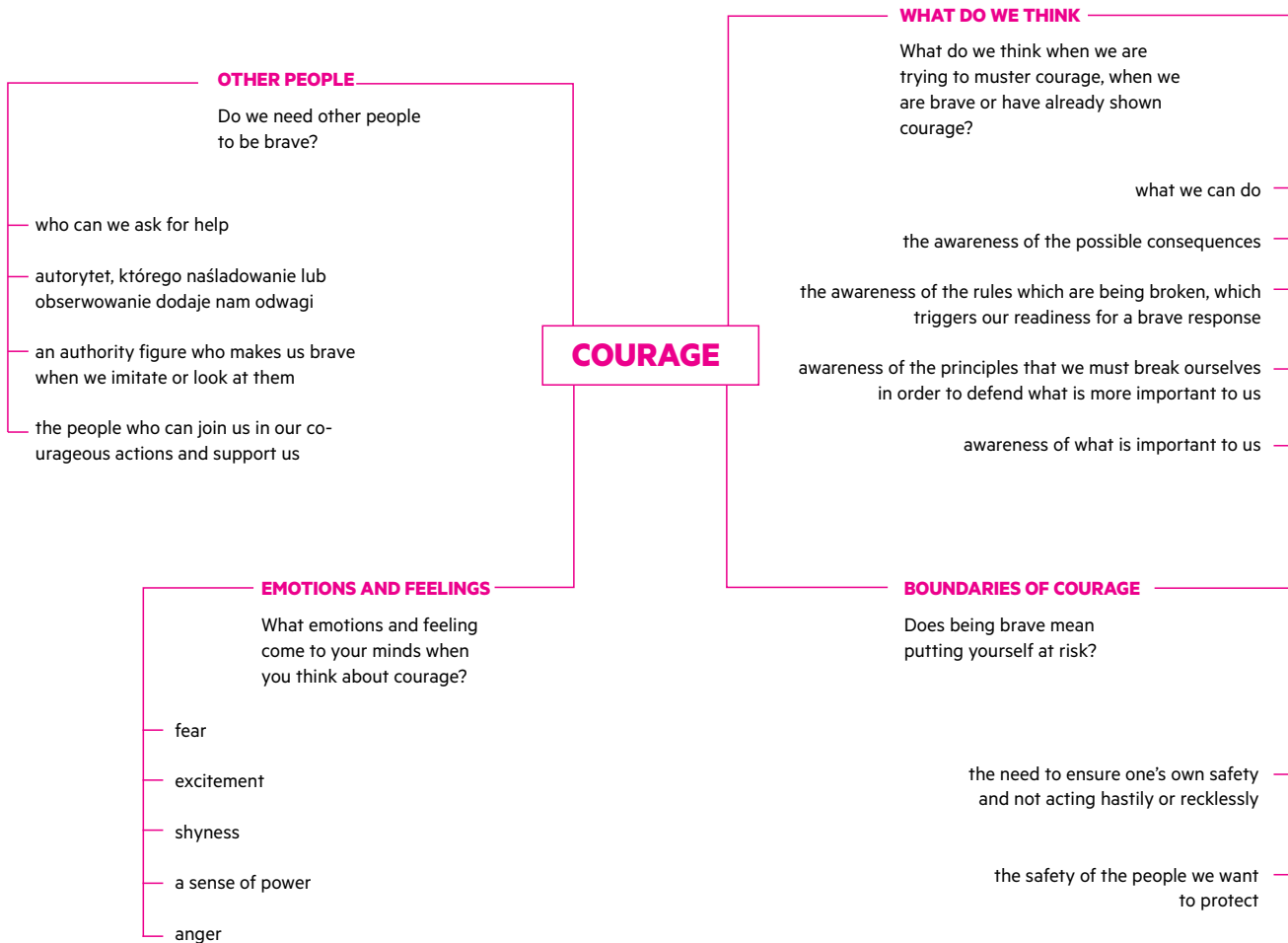
- What does courage involve?

Ask them to think about their answers and share their reflections with their classmates.

Write down the word **COURAGE** in the middle of the board and draw four branches: feelings and emotions, consciousness, people, safety. Invite the students to talk: You can also read fragments of the letter from Abhaya to give examples connected with the categories you wrote down, which the girl from Nepal talked about. Ask:

- What emotions and feelings come to your minds when you think about courage?
- What do we think when we are trying to muster courage, when we are brave or have already shown courage?
- Do we need other people to be brave?
- Does being brave mean putting yourself at risk?

Sample answers to questions:



In the summary of the task, point the students' attention to the fact that overcoming fear is a component of courage and highlight the difference between courage and bravado.

| IN WHAT SITUATIONS HAVE WE SHOWN COURAGE? – CONVERSATION IN PAIRS

Invite students to share their experiences in pairs. Let them tell their classmate about a situation in which they have shown courage. Ask them to answer the following questions:

- What helped you overcome your fear?
- What would you advise to a classmate, if they were in such a situation, to muster courage?

You can introduce students to the conversation in the following way:

- Remember a situation in which you felt insecure, but you cared about something very much and finally you overcame the insecurity, fear, shyness. Maybe it was a doctor's appointment and a vaccination, or maybe acting in a play. Remember how you coped with that situation. Were you alone, or did you ask someone for help, although you were very afraid that they would refuse.

When the students have finished talking in pairs, propose that volunteers share their stories with the class.

We are brave when:

- we are afraid to volunteer to answer a question, but we overcome our fears and raise our hand;
- we express our own opinions, especially when they are different from other people's opinions;
- we ask someone for help when we can't handle things alone;
- we try doing something again and again that we have not succeeded at before;
- we start doing something new that we've never done before;
- we apologise to someone for hurting them;
- we stand up for ourselves when someone calls us names or laughs at us;
- we stand up to someone who has done something bad;
- we refuse to do something we don't want to do even though someone puts pressure on us;
- we act in a show;
- we tell someone the truth even though it is not pleasant for us or for the other person;
- we tell others what makes us anxious or worries us;
- we wear whatever we want regardless of other people's tastes;
- we confess to being guilty or having made an error;
- we stand up for somebody else;
- we look who we're speaking to in the eyes.

Sum up the task.

Note: When making the summary, make sure that the students feel emotional security. Some people do not show courage because they are punished for it (e.g. for confessing guilt), others act recklessly and provoke in order to attract attention. Match the above list to the students in your class, according to what you know about their difficulties and how to react to problems.

| WHAT IS COURAGE? – CREATING THE DEFINITION

Ask the students to use what they have discovered during the classes to say what courage is in their own words. Once the definition is agreed upon with the class, write it down on a separate sheet of paper and hang it next to the cards from the previous classes.

| WE ALL DESERVE DISTINCTION FOR COURAGE – MAKING MEDALS

Express the conviction that every student has shown courage at least once. For that reason, they can prepare a medal to give themselves for courage. Hand out the **templates** and encourage them to decorate the medals.

*If you want to make this task more extensive, let the students choose more templates and prepare medals for different manifestations of courage. They can also make medals from ribbons and coloured cardboard, looking for inspiration in the templates instead of using them directly.

| "THAT WAS REALLY BRAVE!" – DRAWING A CARTOON

Encourage the students to consider for a moment what brave behaviour they have observed in other people on TV, on the bus, in the street. Distribute [templates for cartoons](#) and ask them to draw a cartoon called "That was really brave!". If the students can't write yet, suggest that they think of the content and then put it in the bubbles of a cartoon according to what they say.

Encourage the students to talk in pairs about what they have presented in their cartoons.

| WHAT ARE WE TAKING WITH US FROM TODAY'S TRIP? – SUMMARY OF THE CLASS

When summing up the activities, refer to Abhaya's letter and say that courage is a value that is very useful in life, because it helps us achieve our set goals.

The students stick the medals for courage inside their folders and fold their cartoons into four and stick one part of the card inside the folders. On the visible quarter of the page, they should write the title "That was really brave!". If they can't write yet, do it for them.

| AFTER THE CLASS – INFORMATION FOR PARENTS AND GUARDIANS



At the end of the class, provide the parents or guardians of your children with information prepared especially for them, which will enable them to continue the work you have done with the group today. You will find it [here](#).



DEAR PARENTS! DEAR GUARDIANS!

In today's class in the "Journey through the World of Values" series, we talked about what courage is. The children learned the story of their peer from Nepal who told them what it means for her to be brave in everyday life: overcoming fear, shyness, opposing injustice, e.g. in the case of discrimination. We have come to the conclusion that courage means not only courageous deeds, but also confessing to having made a mistake. An important part of courage is being aware of the costs that you will incur if you do not muster it – that is, considering whether in the long run it is better to bear the consequences than to continue to be scared, whether overcoming fears and defending what we care about is better than giving up without trying. We have said that courage helps overcome fear, talk about difficult topics, cope with situations when something does not work out for us, it also gives us the strength to defend our opinions and bear the consequences of our actions.

The aim of the classes was to draw the students' attention to the value of courage.

After the classes, the student can:

- define the concept of courage;
- explain what the value of courage is (courage is an inner strength, the awareness of the consequences of one's decisions and actions, the ability to accept them);
- explain that courage has different faces, e.g. means overcoming fear in order to achieve an important goal, admitting to have made a mistake, defending one's own views, expressing one's opinion.

Suggested activity to be done at home

1. Talk to your child about what brave behaviour they have seen in other people on TV, on the bus, in the street.
2. Notice and appreciate even the tiniest manifestations of your child's civil courage.
3. With your child, look at photographs in an album and select those that show a situation in which either you or your child has shown courage. Talk about how you felt and how you remember it. This could be such events as a public performance because it often requires a lot of courage.
4. If the child admits that they have made a mistake, haven't done their job, appreciate the fact that they had the courage to tell you. Instead of punishing and reprimanding your child, you can talk about how they can correct it. If the ideas are the child's, there is a chance that they will take more responsibility for their actions.

Dear students of the class

I am glad that you have arrived in Nepal, looking for an answer to the question of what is important in life. It is a very important question and the answer is as difficult as climbing Mount Everest! I think, however, that it is possible to find it, just as it is possible to climb to the top of the highest peak, but we need to be very well prepared.

My name is Abhaya, I am ten years old and I live in Pokhara, a town in the middle of Nepal, from which you can see beautifully snow-capped mountain peaks. My parents aren't rich. When it was time for me to start school, they told me they had no money to send me to school. They had enough money for school and textbooks for my brothers, even for the younger one. In the photo which I have attached to the letter, my younger brother is learning English



My brothers study at school, and I was to learn housekeeping. It made me very upset and angry. It's so unfair! But I knew that many of my girl friends in the area were in a similar situation. The boys have priority to go to school and the girls stay at home. There is nothing wrong with helping your mother with cleaning the house, washing and cooking, but, we also want to learn to read, write and do the same interesting and complicated calculations as my brothers. It is possible to combine helping at home with studying!

Every day I looked at the nearby school and noticed that a group of girls a little older than me always came out of it, laughing. I also noticed that they live close to me, in a house for girls who cannot return to their families for various reasons. Look at the picture – they have a big common room where they sleep and study.



I was terribly ashamed and afraid that they would refuse me, but in the end I dared to ask if they could lend me their books from the earlier years of education. And, can you imagine – they lent them to me! They even asked the headmaster of their school if he couldn't accept me into the class for beginners. The principal talked to my parents and they finally agreed. It was a day of great joy and pride, because my courage to ask for what I really wanted allowed me to start my school education.

Thanks to my friends I also met another older girl, who I definitely have to tell you about. I'll show you the photos!

Here you can see Kamala sitting in front of a microphone in a radio studio. She's 15 years old. She's exceptionally brave! She's my role model! She had a very sad childhood: she had to beg on the street to get anything to eat, and then one man tricked her and hurt her. Luckily, there were other people who took care of her and gave her a safe shelter. Kamala says that her bad experience has made her want to help others now, just as she was helped. She also told me that she learned to fight for what was important to her. Now she studies and works in radio.



Last year we celebrated International Girls' Day (oh yes – there is such a holiday – October 11th!). This inspired Kamala to prepare a special radio programme about the situation of girls in Nepal. My friends and I could watch her at work – after all, her goal was to make life better for us, too! We wanted to get involved, too. The hardest part was asking questions to people in the street – I watched Kamala do it.



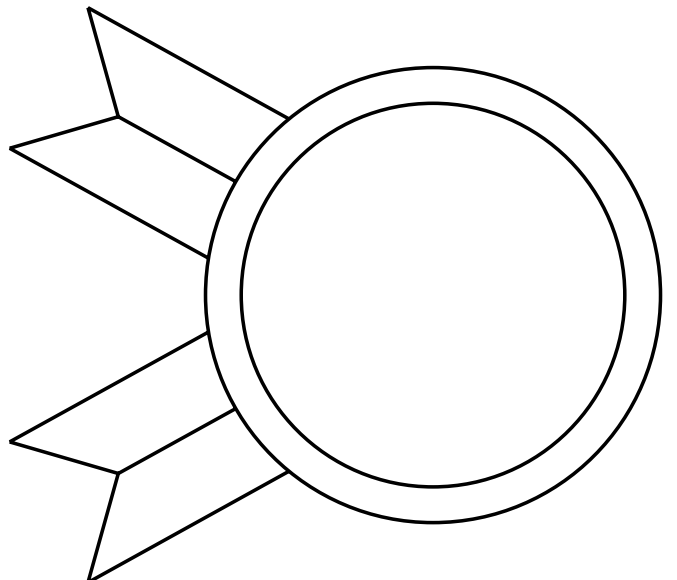
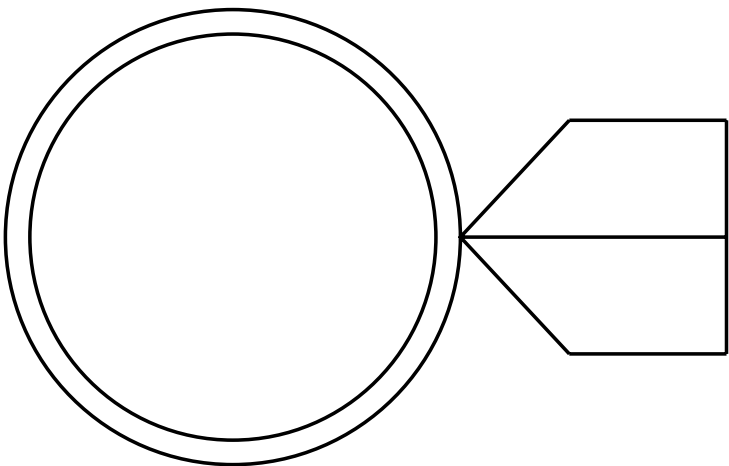
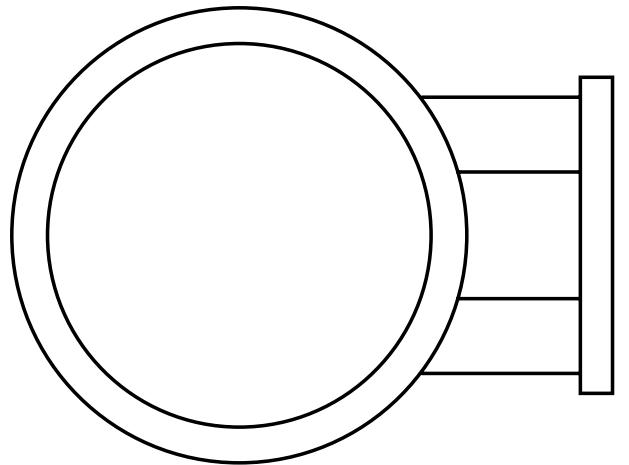
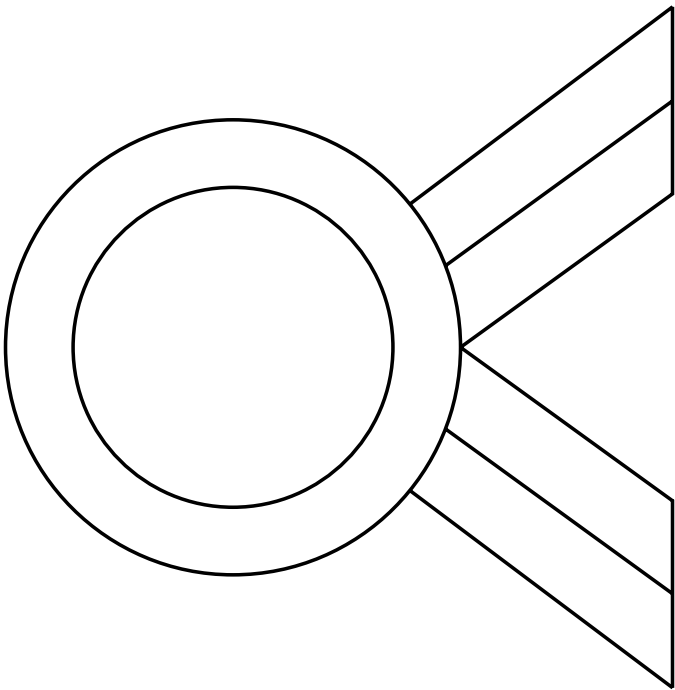
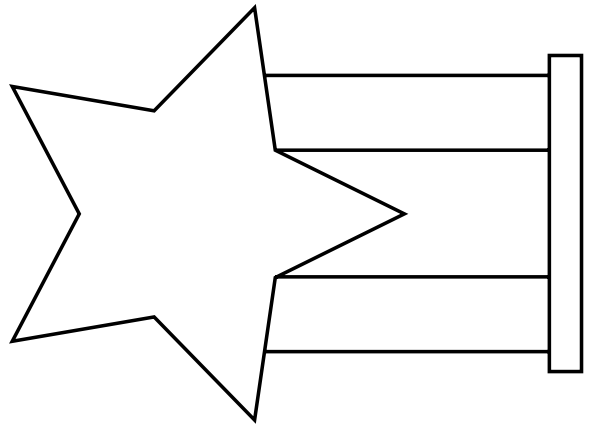
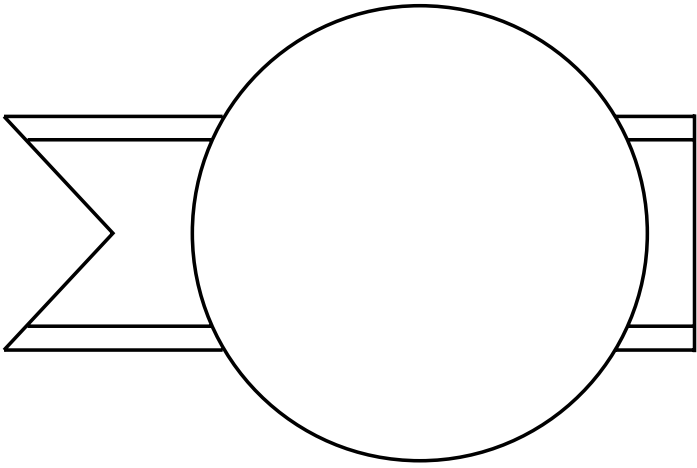
She was also a little nervous before she approached someone, but then she talked calmly and at ease. What about me? I was very afraid of how the adults would react, but I also overcame the fear and asked a few people if they knew that there was such a holiday as the International Girls' Day and why it was established. The people I asked didn't know. I got very emotional. I felt more courage because I understood that it was important that as many people as possible knew about this holiday. I explained to them that it was about giving boys and girls the same rights, e.g. allowing them to go to school together. I would like our families to be as happy when a girl is born as they are when a boy is born, and not to be sad because of it. After all, nobody gets hurt when I'm learning mathematics and I'm getting better and better at it, while my brother is great at dancing and writing poems.

Imagine that with my involvement and the fact that I am not afraid to say what is important to me, I gained the respect of my male friends. They see that I am fighting for what is important to me, and also to them, although sometimes it causes problems and not everyone is satisfied.

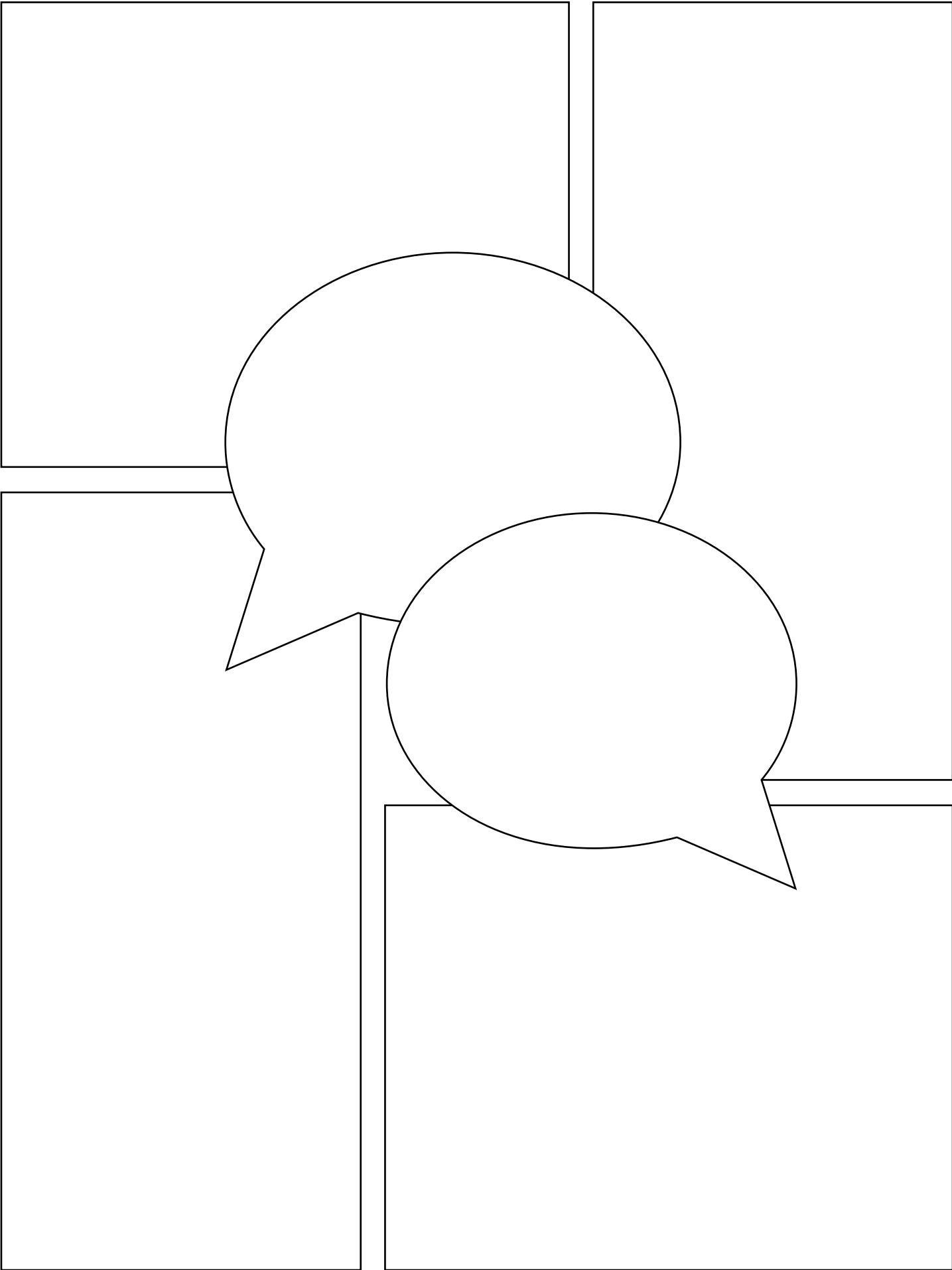
And you know what? I am convinced that courage is a great value, and not just the courage one needs to climb the highest mountain in the world, but the courage one shows every day, to admit having made a mistake, to defend something that is important to us, to do important things, even if not everyone likes it. I wish you such courage in your further journey through life!

Your Abhaya

**ADDITIONAL MATERIAL
"MEDALS FOR COURAGE"**



THAT WAS REALLY BRAVE!





PLAN INTERNATIONAL
7th International Day of the Girl Child
#GIRLSTAKEOVER
ON COMMUNITY RADIO
सामुदायिक रेडियोमा किरा
11 October 2015

3 Angels Community Radio
Pokhara-15, Kaski
Reg No. 2355
Phone +977 61 431823, 431923, Fax +977 061 430310
www.3angelsradio.org.np, info@3angelsradio.org.np

सुदूरपश्चिम

दिनांक	१	२	३	४	५	६	७	८	९	१०	११	१२	१३	१४	१५	१६	१७	१८	१९	२०	२१	२२	२३	२४	२५	२६	२७	२८	२९	३०	३१
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et from

d. Butter

a. Ghee

milk

Name the food that

d.

d. Curd



Food can be cooked in different ways. Some vegetables like carrot, tomato, cabbage, brinjal, and radish can also be eaten raw. They do not need to be cooked before eating.



Food





SCENARIO 6 OF 10

A JOURNEY THROUGH THE WORLD OF VALUES

NAMIBIA

Independence



SCENARIO CARD

**| MAIN GOAL**

To draw the attention of the students to what independence is.

| SPECIFIC GOALS

The student:

- defines independence;
- notes that every day they can develop their skills and learn something new, thus developing their independence;
- shares the conviction that learning something new requires effort and commitment but leads to greater autonomy;
- recognises that it is worth making an effort, even if the goal is not achieved immediately;
- knows that they have the right to ask for help when something goes wrong.

| TEACHING AIDS

- a letter from Tuilika from Namibia (to be printed in 1 copy);
- photos from Namibia (an A4 copy to be printed in colour);
- work card "I know-I am learning-I want to learn" (to be printed for each student);
- a large world map or globe;
- an A4 envelope;
- a string to divide the classroom in half.

| PREPARATION FOR THE CLASSES

Before class, print the letter from Tuilika and the photos from Namibia and put them in an envelope addressed to the students.

LESSON PLAN

| WE SET OUT ON OUR JOURNEY – BEGINNING OF THE CLASSES

Welcome the students, invite them to prepare their folders and go on the road. Let them move freely around the classroom at a speed they like.

Request that they take their seats and ask:

- Do you remember what our destination is?
- What did Maame from Ghana write about in her letter?
- What did Samuel from Kenya write about and what did he show in his film?
- What was the value presented by Lineo from Lesotho?
- What value did Abhaya from Nepal write about in her letter to you?

Introduce the topic and show Namibia on the world map. Ask the students to find the country on the maps they have in their suitcases and to mark it on them.

- Today we will return to the African continent from Nepal which has the highest peak in the world which we visited during our last meeting. We will now move to Namibia, which is home to probably the oldest desert in the world – the Namib Desert. It is one of the least densely populated countries in the world. In Poland, there are 123 inhabitants per square kilometre on average. In big cities people live in tall, multi-storey buildings. A lot of people live in such skyscrapers. In Namibia, on the other hand, there are three people per square kilometre on average! Tuilika, a nine-year-old girl from Namibia, will tell you about living in such a space.

| WHAT IS INDEPENDENCE? – READING THE LETTER FROM NAMIBIA

Take Tuilika's letter out of the envelope and read it.

” Hi!

”

I'm glad you have come to my homeland, Namibia. My name is Tuilika and I'm 9 years old. I live in the outskirts of Swakopmund. It is a city located in an unusual place. It lies on the shore of the Atlantic ocean and is also adjacent to probably the oldest desert in the world – the Namib. So although there is water nearby, the area where I live is dry and sandy. Nature makes the spaces between towns and villages in my country large and almost uninhabited.

I have prepared a few photos for you so that you can imagine what the neighbourhood I live in looks like.

Show the photographs.



This is what the streets in our neighbourhood look like.



Return to reading the letter.



This is my little sister playing on the street near the house

“ You have to have a car to get to work, school or a doctor. Not all families have one. My neighbours who live in my area don’t have cars, either. It makes it very difficult for us to get around. It is more than 7 kilometres from my home to the nearest hospital. We have to walk this distance on foot. It’s a 1.5 hour march just to go one way. Imagine how difficult it is to walk when someone is unwell, ill, and has to get to the clinic. That’s why I was so happy when I got a bike! For a long time I couldn’t learn how to ride it, though. I kept falling, I was all covered in sand. I tried learning by going downhill and putting my legs up to keep my balance better. I tried pushing off with my legs and going a bit faster, but the pedals kept hitting my legs. My mum tried to help me and stabilise my bike with a stick, but as soon as she let go, I fell. I did not give up and even though I was getting cuts, scratches and bruises, and it hurt, I kept getting back on my bike. It took a long time. Sometimes I was so tired that I wanted to give up learning.

Eventually I learned to ride! I’m so happy because of that! With the bicycle, I can get to school and back home much faster. Before that, getting to school took me almost an hour one way. Now it’s only 15 minutes! I have time for myself and for playing with my friends! I transport my friends with the bicycle. I can also take someone who’s not feeling well to the doctor. They just sit on the back of my bike and we’re on our way. If that person is a lot heavier than I am, I lend my bike to an adult. I transport shopping on my bike. Having a bike in our neighbourhood is important. Not only can we go to different places independently. We can also help others. Every time one of the people we know buys or gets a bike, several other people use it – their family, friends, neighbours.

Show the students the picture.



See what a large group we are!

We appreciate the fact that we can be independent

Return to reading the letter.

“ Riding a bike makes me feel free; it makes my life and the life of my loved ones easier. I think such independence is of great value; being independent is very important to me.

I send you my warmest greetings
Tuilika

| A LETTER FROM NAMIBIA – A CONVERSATION

Invite the students to talk: You can ask:

- What do you think are Tuilika's benefits from her ability to ride a bike?
- Why is this so important to her?
- What does Tuilika consider to be the most important value?
- How do you understand independence? What does it mean to you?

| WHAT IS INDEPENDENCE? – CREATING THE DEFINITION

Ask the students to use what they have heard to tell you in their own words what independence is. Referring to Tuilika's story, draw the students' attention to the following aspects of independence:

1. developing skills leading to greater autonomy and efficiency;
2. not giving up and trying again when we fail;
3. looking for different ways to achieve a desired goal and develop the desired skills;
4. the ability to ask for and accept help when needed;
5. the ability of independently choosing the way to achieve a goal.

Ask the students to explain in their own words how they understand independence. Once the definition is agreed upon with the class, write it down on a separate sheet of paper and hang it next to the cards from the previous classes.

| WHAT SKILL ALLOWS ME TO BE INDEPENDENT? – THINK-PAIR-SHARE METHOD

Ask the students to take a moment to think about their answers to the questions:

- What have you learned recently that you can do without the help and support of others?
- Remember how you learned this activity. What difficulties did you have to overcome?
- What changed in your life when you learned this skill?

Point the students' attention to the fact that this may be a skill needed to function at school, at home; perhaps it is swimming, preparing a new dish, using some equipment. Suggest that they tell a classmate about this skill. Students who want to, can share their experiences of acquiring new skills with the whole class.

| "WHO CAN DO ... LIKE ME?" – PHYSICAL ACTIVITY

Divide the classroom in half with a string and propose the students play a game called "Who can do... like me", which involves jumping over the string from one side to the other. Those who answer yes, jump to the left side, those who answer no stay on the right side.

Who can ... like me?

- ...clean the toys in the room
- ...make sandwiches
- ...look after my brothers and sisters
- ...put together scattered building blocks
- ...ride a bike
- ...run fast

- ...do the dusting
- ...skateboard
- ...sew buttons
- ...set the table
- ...make the bed
- ...put washed socks in pairs
- ...wash the dishes
- ...vacuum
- ...pack the schoolbag
- ... [you can add other activities]

When summing up the exercise, point out how many things the students can do, which makes them more and more independent from other people. Underline that they had to learn each of these things and it wasn't always easy. When we learn, we make mistakes, we don't always manage to do what we want, we get tired and even feel discouraged. The important thing is not to give up.

| IT IS WORTH DEVELOPING OUR SKILLS – A GUIDED CONVERSATION

Start a discussion on what skills students develop at school. Choose one skill together, e.g. reading. Ask:

- Why do they learn to read?
- What does this ability give them now?
- What does a person need reading for?
- What can't you do if you can't read?

Write down all the answers on the board.

In the summary, draw the students' attention to various aspects of life in which reading skills are needed, such as: getting to know information in writing (e.g., opening hours, the name of a given place); understanding board game instructions; learning what medication the doctor put on the prescription and how to take them; reading the information that someone has lost their cat, written on a piece of paper attached to an advertising pole in front of a shop; learning the recipe for a dish that one wants to prepare for their family; learning what one can do at school and what one is not allowed to do according to the rules. Underline the importance of this skill in the students' everyday lives.

Then ask them to think about what was or still is difficult for them in gaining their reading skills.

When discussing unsuccessful attempts or failures with the students, you may ask:

- What do you think you have done very well?
- What was difficult for you?
- What do you think you learned or found out about your actions in this situation?
- What do you think you can do differently in the future when you are in such a situation?

Discuss it; ask the students to share their experiences.

| IT'S WORTH LEARNING TO READ – PREPARATION OF A POSTER (ADDITIONAL TASK)

You can extend this activity into the preparation of a larger piece of work as part of an arts & crafts class.

Invite the students to create a poster together encouraging the development of the skill which you have discussed, such as reading. Hang the poster in a visible place in the classroom.

| WHAT ARE WE TAKING WITH US FROM TODAY'S TRIP? – SUMMARY OF THE CLASS

When summing up the class, ask the students to think about what they would like to learn to feel more independent.

Hand out **work cards with templates** and icons that show the different skills developed or being developed by children their age. Ask them to cut them out and stick them to the template, dividing them into three groups: "I know", "I am learning", "I want to learn". They can write down or draw their own proposals for the set. They put the templates with icons in their folders.

Suggest that students talk in pairs about what skills they have assigned to each group, what they want to learn and why they want to acquire these skills.

| AFTER THE CLASS – INFORMATION FOR PARENTS AND GUARDIANS



At the end of the class, provide the parents or guardians of your children with information prepared especially for them, which will enable them to continue the work you have done with the group today. You will find it [here](#).



DEAR PARENTS! DEAR GUARDIANS!

In today's class in the "Journey through the World of Values" series, we talked about what independence is. The children learned the story of a girl from Namibia who lives in a town that is far away from the school, any shops and a doctor, where the inhabitants have problems moving around because they do not have cars. Thanks to the bicycle the girl received, she could achieve her goals with greater independence. Bicycles create new opportunities for the inhabitants. They allow them to make independent decisions about where to go and what to do. They bravely began to explore the world and gain new experiences. We talked about the fact that independence, just as riding a bike, helps execute plans, set goals and put effort into their implementation.

The aim of the class was to draw the students' attention to the importance of independence understood as the development of skills leading to greater autonomy and efficiency.

After the classes, the student can:

- define how they understand independence;
- notice that every day they can develop their skills, learn something new, so that they can become more independent;
- see that it is worth making an effort, even if the goal is not achieved immediately;
- accept their right to ask for help when needed.

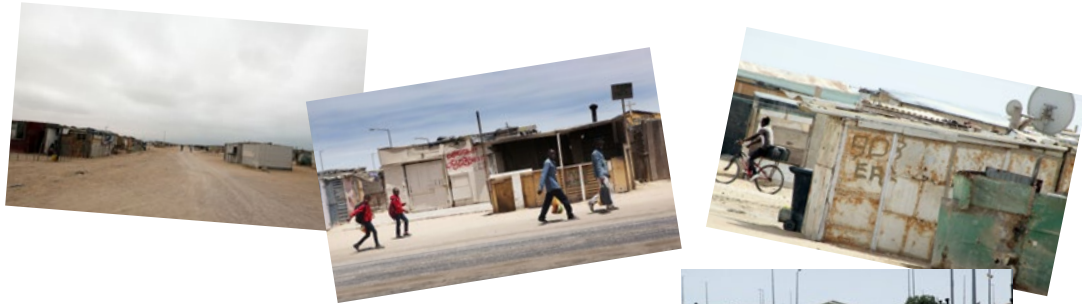
Suggested activity to be done at home

1. Try to show your appreciation for your child being able to do something new as soon as you notice it. However, try not to assess it, but describe why you appreciate it, i.e. instead of saying "well done", "nice job", etc., describe what you see, e.g. the effort put into the work, the amount of time devoted to the task, the effect of the activity. Showing your appreciation by providing descriptions strengthens the children's self-esteem and helps them feel more independent rather than having to rely on external evaluation.
2. Talk to your child about the difficulties they had to overcome in their new assignment. Appreciate the effort and hard work.
3. Tell your child what you have learned. Name three skills acquired most recently. Talk about what changed in your life when you mastered the skill.
4. Prepare a table with the child: "I know", "I am learning", "I want to learn". Hang it in a visible place at home and fill it in together on a daily basis. You can use the template that was used in the classroom.

Hi

I'm glad you have come to my homeland, Namibia. My name is Tuilika and I'm 9 years old. I live in the outskirts of Swakopmund. It is a city located in an unusual place. It lies on the shore of the Atlantic ocean and is also adjacent to probably the oldest desert in the world – the Namib. So although there is water nearby, the area where I live is dry and sandy. Nature makes the spaces between towns and villages in my country large and almost uninhabited.

I have prepared a few photos for you so that you can imagine what the neighbourhood I live in looks like.



This is what the streets in our neighbourhood look like.



This is my little sister playing on the street near the house.

You have to have a car to get to work, school or a doctor. Not all families have one. My neighbours who live in my area don't have cars, either. It makes it very difficult for us to get around. It is more than 7 kilometres from my home to the nearest hospital. We have to walk this distance on foot. It's a 1.5 hour march just to go one way. Imagine how difficult it is to walk when someone is unwell, ill, and has to get to the clinic. That's why I was so happy when I got a bike!

For a long time I couldn't learn how to ride it, though. I kept falling, I was all covered in sand. I tried learning by going downhill and putting my legs up to keep my balance better. I tried pushing off with my legs and going a bit faster, but the pedals kept hitting my legs. My mum tried to help me and stabilise my bike with a stick, but as soon as she let go, I fell. I did not give up and even though I was getting cuts, scratches and bruises, and it hurt, I kept getting back on my bike. It took a long time. Sometimes I was so tired that I wanted to give up learning.

Eventually I learned to ride! I'm so happy because of that! With the bicycle, I can get to school and back home much faster. Before that, getting to school took me almost an hour one way. Now it's only 15 minutes! I have time for myself and for playing with my friends! I transport my friends with the bicycle. I can also take someone who's not feeling well to the doctor. They just sit on the back of my bike and we're on our way. If that person is a lot heavier than I am, I lend my bike to an adult. I transport shopping on my bike. Having a bike in our neighbourhood is important. Not only can we go to different places independently. We can also help others. Every time one of the people we know buys or gets a bike, several other people use it – his family, friends, neighbours.

See what a large group we are!
We appreciate the fact that we can be independent!



Riding a bike makes me feel free; it makes my life and the life of my loved ones easier. I think such independence is of great value; being independent is very important to me.

*I send you my warmest greetings,
Tuilika*









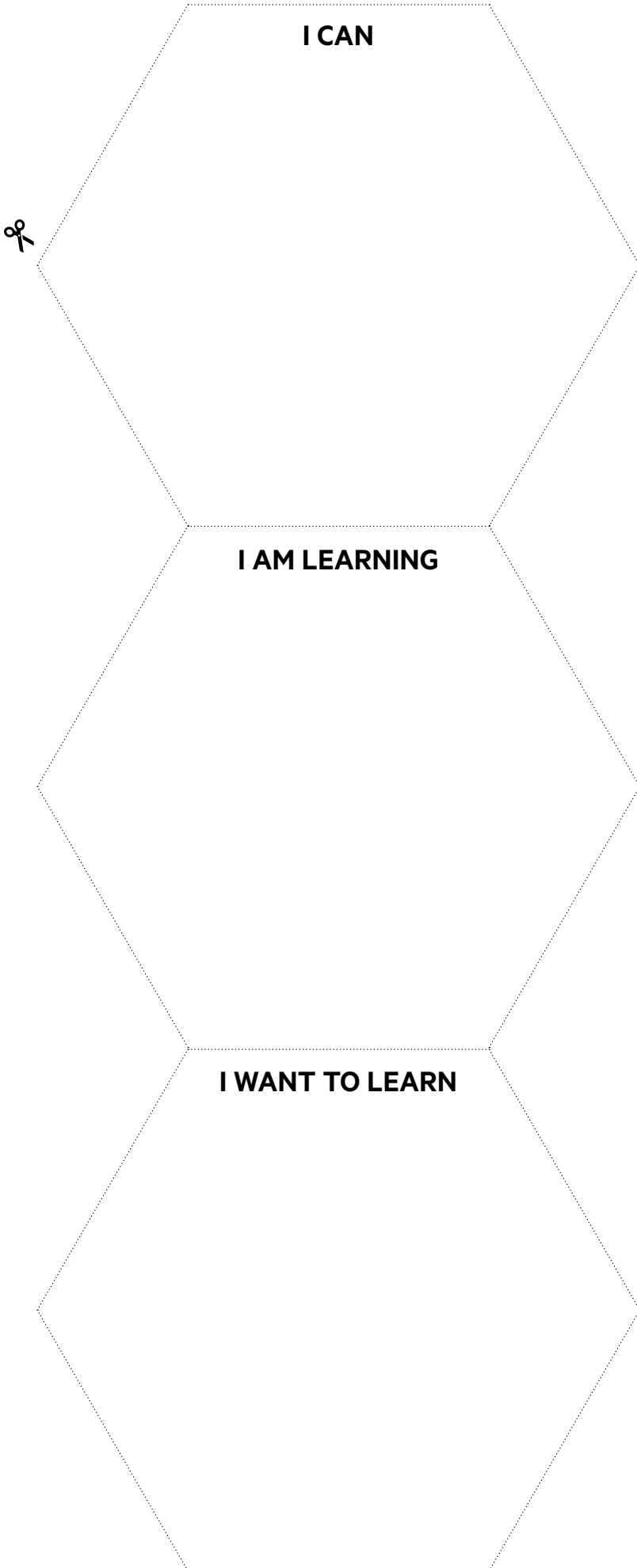


“I KNOW-I AM LEARNING-I WANT TO LEARN”

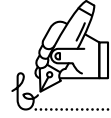
I CAN

I AM LEARNING

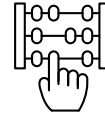
I WANT TO LEARN



READING



WRITING



COUNTING

$$2 \times 3 = 6$$

MULTIPLICATION

$$6 \div 3 = 2$$

DIVIDING



EXPERIMENTING



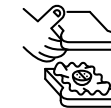
DRAWING



PAINTING



RUNNING



MAKING SANDWICHES



VACUUMING



TAKING THE DOG FOR A WALK



FEEDING THE CAT



RIDING A BIKE



SWIMMING

SCENARIO 7 OF 10

A JOURNEY THROUGH THE WORLD OF VALUES

INDONESIA

Taking care of oneself



SCENARIO CARD

**| MAIN GOAL**

To draw the students' attention to the importance of taking care of oneself.

| SPECIFIC GOALS

The student:

- knows what it means to take care of oneself;
- talks about the activities they do every day to take care of themselves;
- lists the elements that make up a healthy lifestyle (nutrition, personal hygiene, physical activity, rest, sleep, etc.);
- justifies the importance of taking care of oneself every day.

| TEACHING AIDS

- a letter from Arief from Indonesia (to be printed in 1 copy);
- photos from Sumba (an A4 copy to be printed in colour);
- fish skeleton template (for inspiration or printing);
- "How do I take care of myself?" work card (to be printed for each student);
- a large world map or globe;
- an A4 envelope;
- A3 paper sheets and arts & crafts materials for preparing a poster;
- A4 paper sheets cut lengthwise into strips for the exercise with the fish skeleton.

| PREPARATION FOR THE CLASSES

Before class, print the letter from Arief and the photos from Sumba and put them in an envelope addressed to the students.

LESSON PLAN

| WE SET OUT ON OUR JOURNEY – BEGINNING OF THE CLASSES

Welcome the students, invite them to prepare their folders and go on the road. Let them move freely around the classroom at a speed they like.

Request that they take their seats and ask:

- Do you remember what our destination is?
- What did Maame from Ghana write about in her letter?
- What did Samuel from Kenya write about and what did he show in his film?
- What was the value which Lineo from Lesotho wrote to you about in her letter?
- What did Abhaya from Nepal consider to be a value?
- Do you remember what value Tuilika from Namibia wrote about her letter?

Introduce the topic of the lesson, show Indonesia on the world map and then show Sumba Island. Ask the students to find the country on the maps they have in their suitcases and to mark it on them.

- Today we have arrived at Indonesia, a country in Southeast Asia and Oceania. Imagine that this country consists of more than thirteen thousand islands! One of them is Sumba, which has been isolated from the rest of the world for centuries, as a result of which it has preserved its unique culture, customs and beliefs. Unfortunately, this is not the only reason why it is a unique island, but you will hear more about that from the eight-year-old Arief who wants to share what he thinks is the most important with you in his letter.

| WHAT IS TAKING CARE OF ONESELF? – READING THE LETTER FROM INDONESIA

Take Arief's letter out of the envelope and read it.

” Dear students of the class ...! [fill in the name of the class] ”
 Welcome to the Indonesian island of Sumba! I'm Arief and I'm 8 years old. Today, I want to tell you what I think is important in order to be able to achieve one's plans and make one's dreams come true.
 You won't believe it, but for me it's important to take care of myself every day: everyday hygiene, brushing my teeth, medical care, healthy food and drinking clean water. You probably wouldn't think that someone could treat all these things that parents tell us to do as a value. I will tell you why it's so important to me.

Each of us likes to have fun: run, jump, read, watch something, go on a trip.
 Look at the pictures I have prepared for you.

Show the students the photos, reading the descriptions.



My friends and I often play on the beach.



Do you know how much strength it takes to stay on your feet in these waves?! We need to be healthy for this, too!



Look at one of the views of Sumba – it's beautiful here, isn't it?

Return to reading the letter.

“ Although, after seeing these pictures, you may think that people live a wonderful life on such a beautiful island as Sumba, our everyday life is not so nice at all. It is difficult to find drinking water, there is not enough food, access to doctors is limited. Our region is home to the most dangerous species of mosquitoes transmitting malaria – an infectious blood disease. These mosquitoes, combined with the poor hygiene and poor health of the inhabitants of our island, make a lot of people ill.

You probably know for yourself that if you are weakened or ill, you don't have the strength to play and you can't study. It is hard to concentrate, nothing stays in your head, and your body gets tired quickly. That is why many of my older friends have not finished school and cannot start work. And if they don't work, they don't have the money to buy food, which means that they have little strength and they can't study or work. It's called a vicious circle because it's so hard to get out of it.

With the help of various organisations on our island, actions are being taken to help us break out of it. The solutions are often so simple! Still, they need money to be carried out. For example, money is needed for digging new wells so that we can have clean drinking water, and not use water from the river in which animals swim. Regular blood tests to quickly treat someone who has fallen ill before the disease develops further are also expensive. Sometimes we also get extra food so that we don't lose our strength. We protect ourselves from mosquitoes with mosquito nets. See how it looks.

Show the students the photos and read the descriptions.



Here you can see my friend who wanted to show you what a mosquito net looks like. It's a thin net, resembling a curtain, which protects beds, so that at night we are not bitten by mosquitoes that infect us with malaria.



This is what our dinner looks like sometimes – we eat rice, some vegetables and a small piece of meat – although we eat meat the least often because few people in our village can afford it.



Here you can see taking a blood sample for testing whether we are healthy and whether we have malaria or not. It's not terrible, as you can see, and it's always better to check yourself in order to start medical treatment as soon as possible, if you are ill.



And here you can see the new intake of clean, drinkable water in our village. It will make us all healthier.

Return to reading the letter.

“ Believe me, I don't like blood tests either. I'm scared of the syringes that are used for vaccinations and sometimes I wish I didn't have to brush my teeth before going to bed. But I know that these activities and care help me to be healthy and have the strength to do everything I would like to do. You have to take care of yourself every day, and not when something bad starts in your body, e.g. when you have a toothache. Isn't that true? Say it yourself! I know that if I do not take care of my hygiene, if I don't rest at night or eat healthy meals, sooner or later it will turn out that I cannot play, go to school, have great adventures, because I will not have the strength to do it. That's why I think it's very, very important to take care of yourself. This is, in my opinion, one of the greatest values. Do you agree with me?

*I send you my warmest greetings,
Arief*

| A LETTER FROM INDONESIA – A CONVERSATION

Invite the students to talk: You can ask:

- What did Arief tell you about?
- Why is it important to take care of oneself?
- What are the consequences of not taking care of oneself?

| HOW DO WE TAKE CARE OF OURSELVES? – ANALYSIS OF ACTIVITIES USING THE FISH SKELETON METHOD

Using the fish skeleton method, ask the students to share their knowledge and experience of taking care of themselves. Explain that this technique allows one to organise all the elements of a complex issue.

Tell the students about the technique of working with a fish skeleton. The head of the fish is the issue that we are looking at, – taking care of oneself. It is set on the spine, on which the largest bones are placed, i.e. the most important activities connected with taking care of oneself, e.g. nutrition, rest. Small bones coming out of each large one are everyday activities that make up the categories of the activities, e.g. eating fruit, vegetables, wholemeal bread; these are the elements of a healthy diet.

Draw a fish skeleton on the board or a sheet of paper, e.g. according to the proposed template.

Mark the large bones with the names of the general categories. You can use the letter from Arief: nutrition (food and drink), hygiene, immunity, health, rest, development.

Then, divide the students into teams and ask them to talk in groups about the activities that make up a given category. Let them write down the name of or draw the symbol of each action on a separate strip of paper.

Examples of actions:

Nutrition

- healthy food
- fruit and vegetables
- dairy
- wholemeal bread
- drinking large amounts of water
- eating balanced meals
- limiting sweets, salty foods, snacks and crisps

Hygiene

- brushing your teeth
- washing hands after leaving the toilet
- washing the entire body at least once a day
- cleaning ears
- clipping nails
- washing and combing your hair,
- wearing clean clothes

Immunity

- washing fruit before eating
- dressing appropriately for the weather
- eating immunity-enhancing products
- maintaining good stamina
- using mosquito nets and sprays
- checking for ticks on our skin after a walk in a forest or meadow

Health

- regular vaccinations, e.g. against the flu
- control tests
- visiting the dentist
- checking eyesight
- posture correction
- following the doctor's instructions
- outdoor activities
- avoiding smoky areas
- avoiding smog

Recreation

- pastimes
- sleep
- spending time with friends
- physical activity
- outdoor activities
- sports activities
- reasonable use of a computer, tablet, phone

Development

- developing physical fitness through participation in sporting activities
- developing one's passions and interests
- learning new things
- spending time with people we can learn from

After discussing the issue in teams, each group presents the results of its work. Let other students add their own ideas if they feel that something important is still missing.

Attach a piece of paper with the names of the activities that all the students consider to be the most important to a fish skeleton drawn on the board or a sheet of paper.

| HOW TO TAKE CARE OF ONESELF? – CREATING INFORMATION POSTERS

On the basis of the fish skeleton each group has created together, ask them to prepare an information poster: "How to take care of oneself?", dedicated to one of the highlighted categories of activities. When discussing the way of performing the task, make sure that:

- they invent a slogan – the title of the poster, e.g.
 - How to take care of oneself? Take care of your hygiene
 - How to take care of oneself? Strengthen your immune system
 - How to take care of oneself? Rest well
 - How to take care of oneself? Eat well
 - How to take care of oneself? Take care of your health
 - How to take care of oneself? Take care of your development;
- they make a poster applying any artistic technique;
- they provide important information through the poster, giving it an interesting form, e.g. rhymes, a funny drawing;
- they think about how to present the poster to the class.

| HOW TO TAKE CARE OF ONESELF? – PRESENTATIONS

Ask the students to stay in the groups in which they have been working so far and choose a representative for each group. The representatives make a presentation of the poster prepared by the team.

| WHAT DOES IT MEAN TO TAKE CARE OF ONESELF? – CREATING THE DEFINITION

Ask the students to use the information they have gained and their experiences to say what it means to take care of oneself in their own words. Once the definition is agreed upon with the class, write it down on a separate sheet of paper and hang it next to the cards from the previous classes.

| WHAT ARE WE TAKING WITH US FROM TODAY'S TRIP? – SUMMARY OF THE CLASS

Sum up the activities, return to Arief's letter and the fish skeleton task, gather information on why it is worth taking care of oneself.

Invite the students to prepare souvenirs from Indonesia to take on the further part of their journey.

Hand out the **work cards** and ask the students to first cut out the human figure and the icons symbolising different activities. Then they should assign the icons to the time of day when they usually perform the activities they symbolise. They can also add their own proposals of icons connected with activities supporting a healthy lifestyle. Ask the students to stick the prepared human figure holding the daily plan in their hands inside their folders.

| AFTER THE CLASS – INFORMATION FOR PARENTS AND GUARDIANS



At the end of the class, provide the parents or guardians of your children with information prepared especially for them, which will enable them to continue the work you have done with the group today. You will find it [here](#).



DEAR PARENTS! DEAR GUARDIANS!

In today’s class in the “Journey through the World of Values” series, we talked about the importance of taking care of oneself both physically and mentally. The children learned the story of a boy from Indonesia who lives in a poor village on the island of Sumba. He told them how the lack of clean water and, as a consequence, a low level of hygiene, combined with poverty and the presence of mosquitoes that spread malaria, affect the lives of the island’s inhabitants. We talked about how important it is to take care of ourselves regularly and how we can do it every day using what is available to us. We also pointed out that taking care of one’s health, e.g. washing hands, brushing teeth, healthy eating and physical activity are very important if you want to have the strength to fulfil your dreams and execute your plans.

The aim of the classes was to draw the students’ attention to the importance of taking care of oneself.

After the classes, the student can:

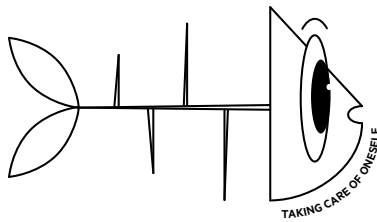
- say what it means to take care of oneself;
- talk about the activities they do every day to take care of themselves;
- list the elements that make up a healthy lifestyle (nutrition, personal hygiene, physical activity, rest, sleep, etc.);
- justify the importance of taking care of oneself every day.

Suggested activity to be done at home

1. Ask your child how one can take care of oneself. Create a table with them based on what they remember from the class and from your conversation.

NUTRITION	HYGIENE	IMMUNITY	HEALTH	RELAXATION	DEVELOPMENT

2. For 1 week, fill in the graph below with your child. Every day, write or draw one idea of what you can do to take the best care of yourself. Talk about how you can implement them.



3. Plan and carry out at least one daily activity with your child, which will be pleasant relaxation for both of you.
4. Ask your child what they would tell a person who wants to eat only candy for breakfast, lunch and dinner, to encourage that person to lead a healthy lifestyle.

Dear students of the class

Welcome to the Indonesian island of Sumba! I'm Arief and I'm 8 years old. Today, I want to tell you what I think is important in order to be able to achieve one's plans and make one's dreams come true. You won't believe it, but for me it's important to take care of myself every day: everyday hygiene, brushing my teeth, medical care, healthy food and drinking clean water. You probably wouldn't think that someone could treat all these things that parents tell us to do as a value. I will tell you why it's so important to me

Each of us likes to have fun: run, jump, read, watch something, go on a trip. Look at the pictures I have prepared for you.



My friends and I often play on the beach.

Do you know how much strength it takes to stay on your feet in these waves?! We need to be healthy for this, too!



Look at one of the views of Sumba
– it's beautiful here, isn't it?

Although, after seeing these pictures, you may think that people live a wonderful life on such a beautiful island as Sumba, our everyday life is not so nice at all. It is difficult to find drinking water, there is not enough food, access to doctors is limited. Our region is home to the most dangerous species of mosquitoes transmitting malaria – an infectious blood disease. These mosquitoes, combined with the poor hygiene and poor health of the inhabitants of our island, make a lot of people ill.

You probably know for yourself that if you are weakened or ill, you don't have the strength to play and you can't study. It is hard to concentrate, nothing stays in your head, and your body gets tired quickly. That is why many of my older friends have not finished school and cannot start work. And if they don't work, they don't have the money to buy food, which means that they have little strength and they can't study or work. It's called a vicious circle because it's so hard to get out of it.

With the help of various organisations on our island, actions are being taken to help us break out of it. The solutions are often so simple! Still, they need money to be carried out. For example, money is needed for digging new wells so that we can have clean drinking water, and not use water from the river in which animals swim. Regular blood tests to quickly treat someone who has fallen ill before the disease develops further are also expensive.

Sometimes we also get extra food so that we don't lose our strength. We protect ourselves from mosquitoes with mosquito nets. See how it looks.



Here you can see my friend who wanted to show you what a mosquito net looks like. It's a thin net, resembling a curtain, which protects beds, so that at night we are not bitten by mosquitoes that infect us with malaria.



This is what our dinner looks like sometimes – we eat rice, some vegetables and a small piece of meat – although we eat meat the least often because few people in our village can afford it.



Here you can see taking a blood sample for testing whether we are healthy and whether we have malaria or not. It's not terrible, as you can see, and it's always better to check yourself in order to start medical treatment as soon as possible, if you are ill.

And here you can see the new intake of clean, drinkable water in our village. It will make us all healthier.



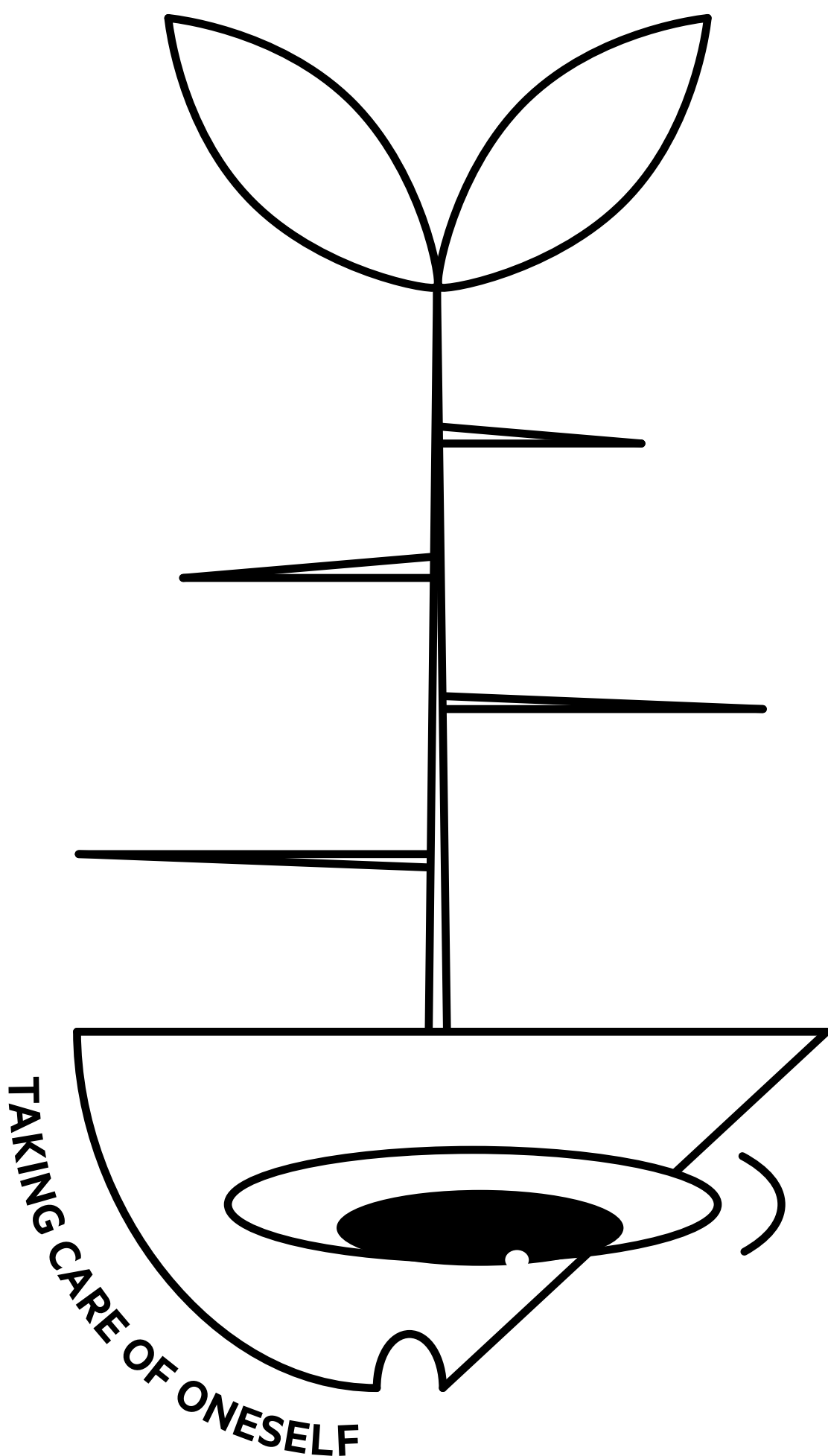
Believe me, I don't like blood tests either. I'm scared of syringes that are used for vaccinations and sometimes I wish I didn't have to brush my teeth before going to bed. But I know that these activities and care help me to be healthy and have the strength to do everything I would like to do. You have to take care of yourself every day, and not when something bad starts in your body, e.g. when you have a toothache. Isn't that true? Say it yourself!

I know that if I do not take care of my hygiene, if I don't rest at night or eat healthy meals, sooner or later it will turn out that I cannot play, go to school, have great adventures, because I will not have the strength to do it. That's why I think it's very, very important to take care of yourself. This is, in my opinion, one of the greatest values.

Do you agree with me?

*I send you my warmest greetings,
Arief*





TAKING CARE OF ONESELF

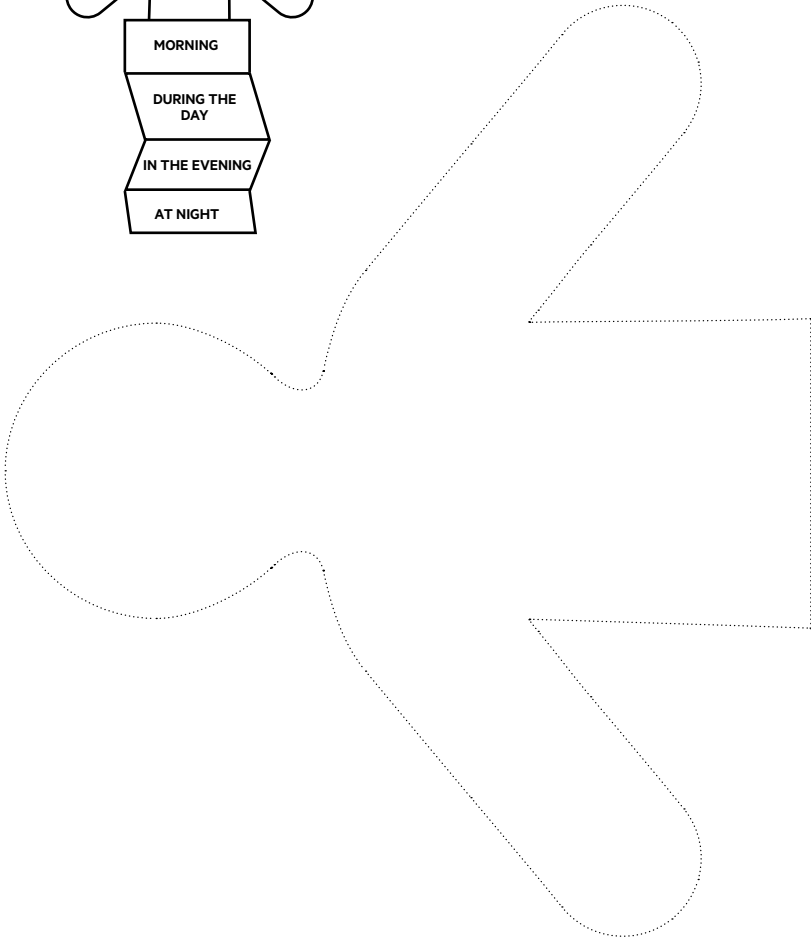
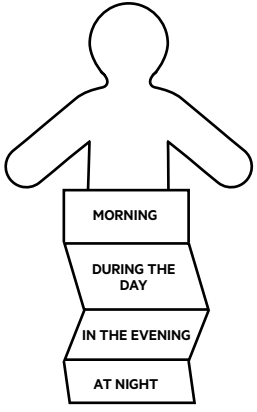


MORNING

DURING THE DAY

IN THE EVENING

AT NIGHT



BATHING



COMBING YOUR HAIR



BRUSHING YOUR TEETH



EATING BREAKFAST



EATING LUNCH



EATING DINNER



EATING SUPPER



TIDYING THE ROOM



OUTDOOR ACTIVITIES



OUTDOOR ACTIVITIES



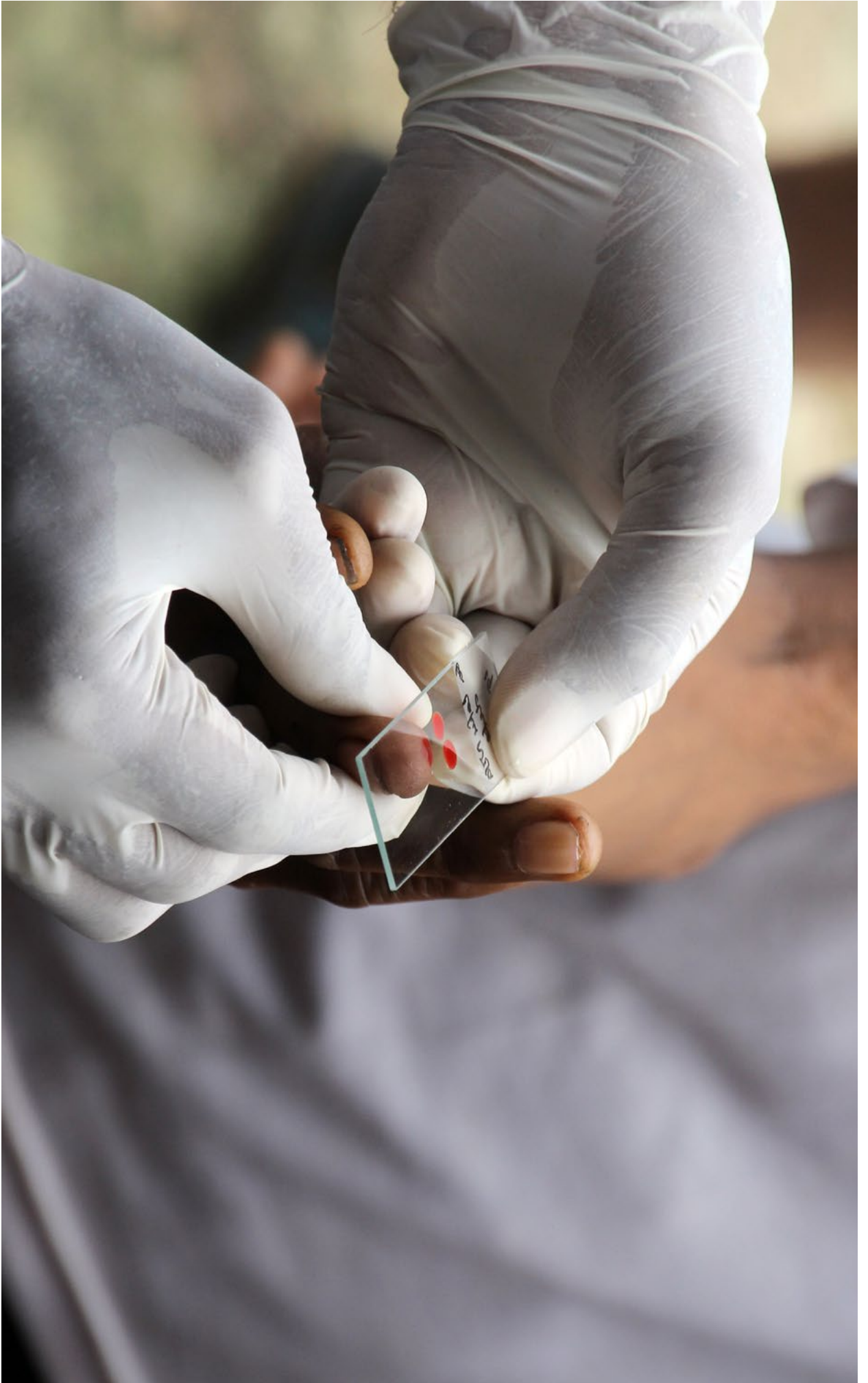
RELAXING LISTENING TO MUSIC



SLEEP



BRUSHING YOUR TEETH

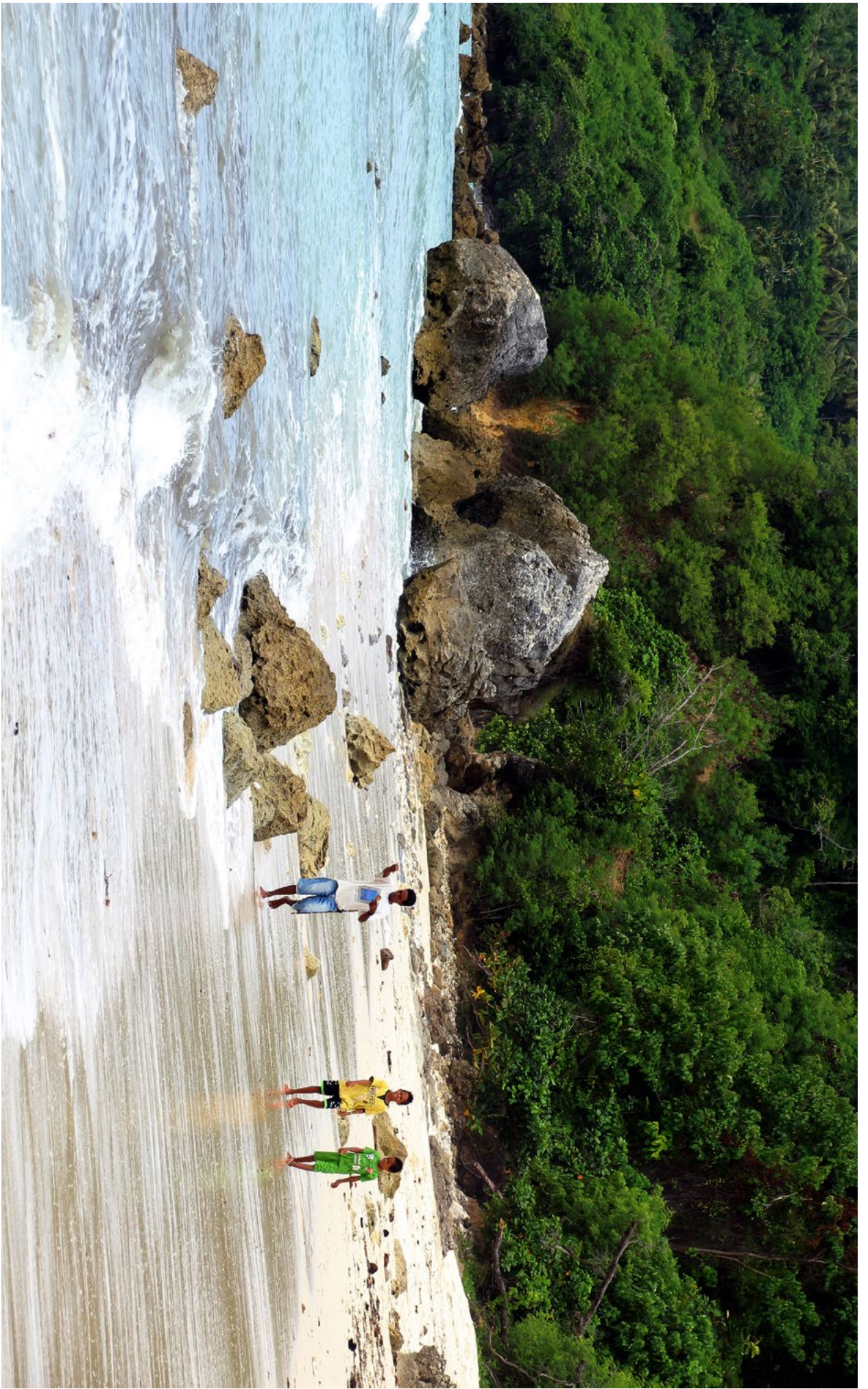


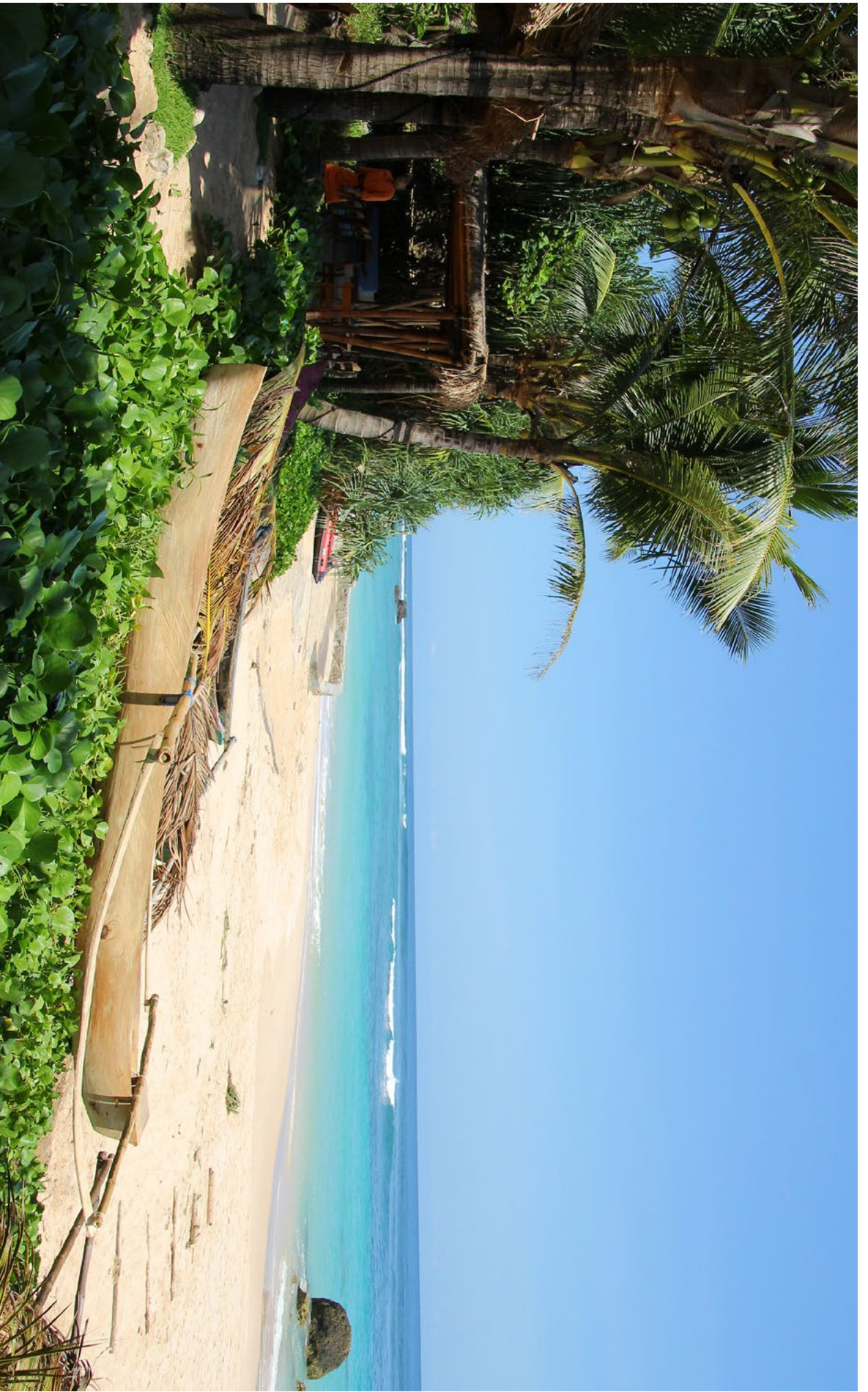














SCENARIO 8 OF 10

A JOURNEY THROUGH THE WORLD OF VALUES

VENEZUELA
AND COLOMBIA

Resilience



SCENARIO CARD

| MAIN GOAL

To draw the students' attention to the importance of resilience (inner strength).

| SPECIFIC GOALS

The student:

- explains what resilience is;
- understands that even in difficult situations one can stay calm;
- knows ways of dealing with difficult situations;
- knows that it is worth developing one's strengths and working on oneself;
- knows that in difficult situations they have the right to ask other people for help.

***NOTE!** The scenario is connected with the Venezuelan crisis and the aid provided by, such institutions as the Kulczyk Foundation to people who have had to flee from Venezuela because their lives and health were at risk as a result of these events. All aid activities have been carried out in Colombia, which is why the title of the script includes the names of both countries, and their hero Luis, is inviting the students to Colombia, even though he comes from Venezuela.

**| TEACHING AIDS**

- a letter from Luis from Venezuela (to be printed in 1 copy);
- photos from Colombia (an A4 copy to be printed in colour);
- "My strengths" work card – student version (to be printed for each student);
- "My strengths" work card – teacher version (to be printed in 1 copy);
- "My power shield" work card (to be printed for each student);
- a large world map or globe;
- an A4 envelope;
- A4 sheets of paper cut across into strips.

| PREPARATION FOR THE CLASSES

Before class, print the letter from Luis and the photos from Colombia and put them in an envelope addressed to the students.

LESSON PLAN

| WE SET OUT ON OUR JOURNEY – BEGINNING OF THE CLASSES

Welcome the students, invite them to prepare their folders and go on the road. Let them move freely around the classroom at a speed they like.

Request that they take their seats and ask:

- Do you remember what our destination is?
- Who have we already met during our journey?
- Do you remember the values that children from other countries wrote to us about in their letters?

Introduce the topic of the lesson and show Colombia and Venezuela on the world map. Ask the students to find these countries on the maps they have in their suitcases and to mark them.

- Today, our road leads to Colombia, home to a nine-year-old Venezuelan boy, Luis. He could not invite us to his homeland, Venezuela, because he and his parents had to leave it and go to Colombia. In his home country, there is not enough food and medicine, and electricity is in short supply. When there is no power, many important appliances do not work. For example, in hospitals, there is vital equipment which needs a supply of power. Without them, it is impossible to treat patients, carry out medical procedures and operations that save people's lives. All this has forced more than 2 million people to leave their homes and emigrate to neighbouring countries. There they hope to get the chance for a better and safer life. Most people from Venezuela have fled to Colombia, just like Luis's family. Before you listen to the letter he wrote to you, consider what he may find important.

Talk to the students and then invite them to listen to Luis's letter.

**| WHAT IS INTERNAL STRENGTH, THAT IS, RESILIENCE?
– READING THE LETTER FROM COLOMBIA**

Take Luis's letter out of the envelope and read it.

”

Hi!

”

My name is Luis and I'm 9 years old. I'm glad you have come to Colombia, but I'd be even more happy if I could welcome you to my home in Venezuela. Imagine that only a year ago I had my own room, I attended various interesting extracurricular activities and it was great. But I saw my parents' life getting harder and harder. They had to work more and more to be able to buy food. On top of that, it was not easy to find shops where you could get the products you needed. All over Venezuela there was a shortage of basic products... One day my younger brother got sick. When our parents took him to the hospital, they found out that not only was there no longer any medicine, but also no water. Diseases started to spread in the hospital because people couldn't even wash their hands. My parents didn't want to live like this any more, they were worried about our and their own health. They decided to move to Colombia, where they could find work and, for the money they earned, buy food and medicine. We packed our backpacks and suitcases and set off. On foot! Imagine that a regular bus ticket cost as much as my parents' annual salary... We had no other option but to travel on foot. So we couldn't take too much of our stuff. We only took what was necessary

Stop reading the letter, show the students the photos and read the descriptions.



We went to Colombia just like the people in the pictures – with backpacks, suitcases, bags... We looked like tourists, but we weren't tourists.

Go back to reading the letter.

”

On the way we talked about how we had no influence over some things in our country. However, we can decide what to do, how to react in different situations. My mum explained to me that this is mental resilience, that is, the inner strength in our head and heart. It's like muscles. You can exercise it and it becomes stronger. I'll tell you our recipe for inner strength. It is made up of three things. The first one is this: you have to think about what you are grateful for to other people, to yourselves, to fate... Even in a difficult situation we can remember that we have our family on our side who loves us, that our body has the strength for us to travel to a place where we will be able to live a better life. We can be grateful for the sunshine, for someone replying to our smile with a smile, for something smelling nice next to us, e.g. blooming flowers in the meadow. There's always something to find, we just need to look for it!

”

The second thing is this: think about what skills you have and what you know, what you can do to change your situation. For example, when we reached a town beyond the boarder between Venezuela and Colombia, we had no money to buy food. I knew, however, that I had good eyes and I noticed things that other people ignore. So my brother and I walked the streets and tried to collect what we could sell – cans, sometimes some clothes, whatever we managed to find. Like the boys in the picture.

Stop reading and show the students the picture.



See for yourselves. This is how we managed to survive the first difficult days in a foreign country.

Return to reading the letter.

”

These days I'm not hungry any more. I go to school and feel safe. Finding a school wasn't easy, either. And this is the third component of the recipe for internal strength: even when it is difficult, you should not give up. You have to search, ask questions, ask for help when it is needed. It took my parents a long time before they managed to find a school that would accept me. They kept trying, asked different people if they knew anything about it, if they knew anyone who could help, went to local schools and tried to convince the headmasters to accept me. It finally worked! I try not to be discouraged by difficulties, just like my parents! I go to a school where the curriculum is different than in Venezuela.

”

” *I'm behind with my classes because of our journey, so I really have a lot of catching up to do. I'm doing the best I can. I also ask my new friends for help. Fortunately, we speak the same language! And they are happy to help me.* ”

Stop reading and show the pictures to the students.



Look, these are my friends from the school in Colombia.



And in this picture my friends are playing football during a break.

Go back to reading the letter.

” *Everything I am writing about in this letter makes me sad but I really want you to know that I have learned a lot in this difficult situation. I discovered that the really important thing is inner strength, mental resilience, which you can develop within yourself by combining and mixing the three components that I have told you about. You can combine them in different ways, depending on the situation you find yourself in. I encourage you to practice your inner strength, to develop your resilience.* ”

I send you my warmest greetings
Luis

| A LETTER FROM VENEZUELA – A CONVERSATION

Invite the students to talk. You can ask:

- What did Luis write to you about? What do you think of it?
- How do you understand inner strength, that is, mental resilience?
- What are the ingredients of Luis's recipe for inner strength?

| REASONS TO BE GRATEFUL – ENCOURAGEMENT FOR SELF-REFLECTION

Referring to the recipe for inner strength proposed by Luis, encourage the students to close their eyes, think and look for answers to the following questions:

- What are you thankful for right now?
- What can you be happy about right now?
- What do you find pleasant at this moment?
- What nice things happened to you today?
- Perhaps you did something nice, something good for another person?

If you need inspiration before this exercise, we recommend that you read Nick Vujicic's speeches.

MY STRENGTHS – INDIVIDUAL WORK

Identifying one's strengths is often a difficult challenge for children in grades I-III. That is why we encourage you to use the work card we propose, which indicates the potential strengths of a student. However, if you have a different idea that can help your students to better identify their strengths, you can propose the activity you have come up with to them.

You can start by talking to the students and asking them what strengths are. Ask them to give examples of skills and traits that they consider to be their strengths or that they see in their classmates. Then hand them out the work cards and ask them to mark the appropriate emojis that correspond to their assessment of their own pre-dispositions, next to the statements.

If the students find it difficult to read the statements on their own, slowly read them out loud and give them the time to mark the pictograms.

An example of an individual work card with the solution for the teacher:

STATEMENT	STUDENT'S RESPONSE	POTENTIAL STRENGTH
1. I have a lot of ideas that I like to put into practice.		creativity/ingenuity
2. I have a lot of ideas that I share with other people.		creativity/ingenuity
3. I quickly remember new information, e.g. during a lesson.		good memory
4. I quickly memorise poems or song lyrics.		good memory
5. I like my works of art, such as drawings.		artistic skills
6. I make building block constructions of complicated robots or buildings without instruction manuals.		engineering skills
7. I do well when I have to wait for something, even though I would very much like to see that what I am waiting for happens faster.		patience
8. I try to help when I see someone in need of help.		helpfulness
9. I take care of my pet.		caring mind / thoughtfulness / empathy
10. I take care of my younger siblings.		caring mind / thoughtfulness / empathy
11. I can do various mathematical calculations quickly.		mathematical skills
12. I am agile and fast.		dexterity
13. I feel good when I move, e.g. playing football, riding a bike.		physical activity
14. I like learning new skills, e.g. during English lessons, karate classes, art classes.		curiosity
15. I regularly attend classes, such as football or English, even if I don't feel like it.		persistence
16. When I'm interested in something, I devote a lot of time to it and I do so until I'm satisfied with the result.		persistence

If you know your students well, you can add questions that will allow each of them to see their strengths.

Once students have marked all the statements with the emojis, tell them that they will now find out what strengths these can indicate. Read the statements one by one and tell the students that whoever marked the smiley face next to them, may have the following strengths written down on your work card.

Ask the students to present themselves and their strengths in a graphic form, e.g. on the reverse side of the work card. Let them come up with a symbol that best reflects their inner strength.

While the students are working, approach each one of them and discuss their internal resources. Try to encourage the students to indicate their own strengths by themselves. If they have difficulty doing this, tell them what traits you see in them.

Sum up the task by pointing out that each student has strengths that make up their inner strength, and each person is special at something.

WHAT HELPS ME OVERCOME DIFFICULTIES? – PREPARING A POSTER

Refer to the third ingredient of Luis's recipe for inner strength and draw the students' attention to the fact that it is important to look for different ways to manage things and to ask for help when we cannot overcome the difficulties on our own. Invite them to make posters entitled: "What helps me overcome difficulties?" referring to everyday difficulties they choose.

You can help them by talking about your own experiences, e.g. when I cannot cope with something that is difficult for me, when I do not know what to do in a given situation, then I talk to a friend, I call my mother; when I know I will be home late, I ask my neighbour to take my dog for a walk; when my laptop breaks, I ask a friend who is an IT specialist for help.

Then ask the students to talk about what is difficult for them or their peers. You can embolden them by saying that it's natural that someone, for example:

- doesn't know how to do their homework;
- makes a mistake writing something down from the board or the book;
- does not understand a new exercise;
- wasn't at school and doesn't know what was discussed in class;
- does not know where the school counsellor's office is located;
- spilled water on their art project while painting;
- forgot their art supplies;
- forgot their lunch.

Encourage the students to choose one difficulty they would like to deal with. Then the students who have chosen the same difficulty make groups of 4-5. Give each of them a dozen or so strips of paper and present the work method. Let everyone think about what can be done in such a situation. The students can answer the following support questions:

- Who can we ask for help?
- When can we ask for help?
- Who can we ask for backup?
- How can we manage on our own?
- What can make you feel better in this situation?

Each solution should be written down or drawn on one strip of paper. The students should then discuss their ideas in groups. In the meantime, write down the question below on as many cards as there are groups: "What helps me overcome difficulties?" Invite the students to make a summary together. As you discuss the ways to deal with the difficulties which the groups have come up with, add the strips of paper with the solutions written down around the question written on one of the sheets of paper (each group on its own). If someone's proposal is similar to something that has already been said, add it to the previous strip, this way creating a longer "ray of sunshine".

After discussing all the ideas that have been written down before, the students should think about whether they can come up with any other solutions.

At the end of the exercise, read all the ideas that have been collected, encourage the students to think about the ways in which they could use the methods given by other groups.

| WHAT IS RESILIENCE? – CREATING THE DEFINITION

Ask the students to use what they have discovered during the classes to say what mental resilience is in their own words. Once the definition is agreed upon with the class, write it down on a separate sheet of paper and hang it next to the cards from the previous classes.

| WHAT ARE WE TAKING WITH FROM TODAY'S TRIP? – SUMMARY OF THE CLASS

When summing up the class, discuss the three components of Luis' recipe for great inner strength again. Emphasise that they can develop these three skills on their own and that it is worth getting back to them on a daily basis, because inner strength is like muscle power – it increases when you use it.

Invite the students to do the work that will be a souvenir from their journey to Colombia. Let them think about what was most important for them and what they want to take with them.

Hand out the **work cards**. Ask the students to cut out a shield from the template and fill it with drawings or notes about what was most valuable to them in today's lesson. After completing the task, the students should stick or insert the card into their folders.

Encourage the students to discuss the completed cards in pairs and to talk about why they chose those particular elements.

| AFTER THE CLASS – INFORMATION FOR PARENTS AND GUARDIANS



At the end of the class, provide the parents or guardians of your children with information prepared especially for them, which will enable them to continue the work you have done with the group today. You will find it **here**.



DEAR PARENTS! DEAR GUARDIANS!

In today's class in the "Journey through the World of Values" series, we talked about mental resilience, that is, inner strength that helps people cope with demanding situations. The students listened to the story of a boy who was forced to emigrate to Colombia together with his parents for political and economic reasons, as a result of the Venezuelan crisis. The hero of the story described how one can cope with such a difficult situation in his letter – what he learned from his parents and how everyone, regardless of age, can build their inner strength, that is, mental resilience.

The aim of the classes was to draw the students' attention to the importance of mental resilience (inner strength).

















After the classes, the student can:

- explain what mental resilience is;
- imagine that even in difficult situations one can stay calm;
- list the ways in which they can cope with difficult situations;
- understand that it is worth developing one's strengths and working on oneself;
- understand that in difficult situations they have the right to ask other people for help.

















Suggested activity to be done at home

1. Draw lifebelts with the child. Discuss who your child can turn to for help when they have a problem and write them down in each lifebelt.
2. At home, draw cards with your names. The task is to make the person whose name was drawn happy that day. You can repeat drawing the names throughout the week. At the end, talk about how you felt making the other person happy and how you felt when someone did something for you.
3. Together, write down what helps you when something difficult happens to you. How can you assist each other in such situations?
4. Try to point out at least one small thing which you can tell your child about that you are grateful for once a day. There is a good chance that when the child hears that they have done something good, something positive about themselves, they will want to do it again. This helps children believe in themselves and start to notice their strengths.

“MY STRENGTHS” WORK CARD

STATEMENT	STUDENT'S RESPONSE
1. I have a lot of ideas that I like to put into practice.	
2. I have a lot of ideas that I share with other people.	
3. I quickly remember new information, e.g. during a lesson.	
4. I quickly memorise poems or song lyrics.	
5. I like my works of art, such as drawings.	
6. I make building block constructions of complicated robots or buildings without instruction manuals.	
7. I do well when I have to wait for something, even though I would very much like to see that what I am waiting for happens faster.	
8. I try to help when I see someone in need of help.	
9. I take care of my pet.	
10. I take care of my younger siblings.	
11. I can do various mathematical calculations quickly.	
12. I am agile and fast.	
13. I feel good when I move, e.g. playing football, riding a bike.	
14. I like learning new skills, e.g. during English lessons, karate classes, art classes.	
15. Regularnie chodzę na zajęcia, np. piłki nożnej czy angielskiego, nawet kiedy nie do końca mam na to ochotę.	
16. When I'm interested in something, I devote a lot of time to it and I do so until I'm satisfied with the result.	

“MY STRENGTHS” WORK CARD

STATEMENT	STUDENT'S RESPONSE	POTENTIAL STRENGTH
1. I have a lot of ideas that I like to put into practice.		creativity/ingenuity
2. I have a lot of ideas that I share with other people.		creativity/ingenuity
3. I quickly remember new information, e.g. during a lesson.		good memory
4. I quickly memorise poems or song lyrics.		good memory
5. I like my works of art, such as drawings.		artistic skills
6. I make building block constructions of complicated robots or buildings without instruction manuals.		engineering skills
7. I do well when I have to wait for something, even though I would very much like to see that what I am		patience
8. I try to help when I see someone in need of help.		helpfulness
9. I take care of my pet.		caring mind / thoughtfulness / empathy
10. I take care of my younger siblings.		caring mind / thoughtfulness / empathy
11. I can do various mathematical calculations quickly.		mathematical skills
12. I am agile and fast.		dexterity
13. I feel good when I move, e.g. playing football, riding a bike.		physical activity
14. I like learning new skills, e.g. during English lessons, karate classes, art classes.		curiosity
15. I regularly attend classes, such as football or English, even if I don't feel like it.		persistence
16. When I'm interested in something, I devote a lot of time to it and I do so until I'm satisfied with the result.		persistence

“MY POWER SHIELD” WORK CARD

The image shows a worksheet designed as a shield. The shield is divided into three sections by dotted lines. The top-left section is labeled 'MY STRENGTHS', the top-right section is labeled 'WHAT HELPS ME', and the bottom section is labeled 'GRATITUDE'. The shield has a double-line border and a pointed top and bottom.

MY STRENGTHS

**WHAT
HELPS ME**

GRATITUDE

Hi!

My name is Luis and I'm 9 years old. I'm glad you have come to Colombia, but I'd be even more happy if I could welcome you to my home in Venezuela.

Imagine that only a year ago I had my own room, I attended various interesting extracurricular activities and it was great. But I saw my parents' life getting harder and harder. They had to work more and more to be able to buy food. On top of that, it was not easy to find shops where you could buy the products you needed. All over Venezuela there was a shortage of basic products... One day my younger brother got sick. When our parents took him to the hospital, they found out that not only was there no longer any medicine, but also no water. Diseases started to spread in the hospital because people couldn't even wash their hands. My parents didn't want to live like this any more, they were worried about our and their own health. They decided to move to Colombia, where they could find work and, for the money they earned, buy food and medicine. We packed our backpacks and suitcases and set off. On foot! Imagine that a regular bus ticket cost as much as my parents' annual salary... We had no other option but to travel on foot. So we couldn't take too much of our stuff. We only took what was necessary.



We went to Colombia just like the people in the pictures – with backpacks, suitcases, bags... We looked like tourists, but we weren't tourists.

On the way we talked about how we had no influence over some things in our country. However, we can decide what to do, how to react in different situations. My mum explained to me that this is mental resilience, that is, the inner strength in our head and heart. It's like muscles. You can exercise it and it becomes stronger. I'll tell you our recipe for inner strength. It is made up of three things. The first one is this: you have to think about what you are grateful for to other people, to yourselves, to fate... Even in a difficult situation we can remember that we have our family on our side who loves us, that our body has the strength for us to travel to a place where we will be able to live a better life. We can be grateful for the sunshine, for someone replying to our smile with a smile, for something smelling nice next to us, e.g. blooming flowers in the meadow. There's always something to find, we just need to look for it!

The second thing is this: think about what skills you have and what you know, what you can do to change your situation. For example, when we reached a town beyond the border between Venezuela and Colombia, we had no money to buy food. I knew, however, that I had good eyes and I noticed things that other people ignore. So my brother and I walked the streets and tried to collect what we could sell – cans, sometimes some clothes, whatever we managed to find. Like the boys in the picture.

Look. This is how we managed to survive the first difficult days in a foreign country.



These days I'm not hungry any more. I go to school and feel safe. Finding a school wasn't easy, either. And this is the third component of the recipe for internal strength: even when it is difficult, you should not give up. You have to search, ask questions, ask for help when it is needed. It took my parents a long time before they managed to find a school that would accept me. They kept trying, asked different people if they knew anything about it, if they knew anyone who could help, went to local schools and tried to convince the headmasters to accept me. It finally worked! I try not to be discouraged by difficulties, just like my parents! I go to a school where the curriculum is different than in Venezuela. I'm behind with my classes because of our journey, so I really have a lot of catching up to do. I'm doing the best I can. I also ask my new friends for help. Fortunately, we speak the same language! And they are happy to help me.

Look, these are my friends from the school in Colombia.



And in this picture my friends are playing football during a break.

Everything I am writing about in this letter makes me sad but I really want you to know that I have learned a lot in this difficult situation. I discovered that the really important thing is inner strength, mental resilience, which you can develop within yourself by combining and mixing the three components that I have told you about. You can combine them in different ways, depending on the situation you find yourself in. I encourage you to practice your inner strength, to develop your mental resilience.

*I send you my warmest greetings
Luis*















SCENARIO 9 OF 10

A JOURNEY THROUGH THE WORLD OF VALUES

PERU

Involvement



SCENARIO CARD

| MAIN GOAL

To draw the students' attention to the importance of involvement.

| SPECIFIC GOALS

The student:

- defines involvement as a value;
- understands that when they notice a problem, they can look for solutions;
- knows that they have an influence on the surrounding reality, although to a limited extent;
- understands that when they care about something, they should think about how to achieve it and what they can do;
- knows that they can ask adults for support in solving problems that are important to them.

| TEACHING AIDS

- a letter from Milagros from Peru (to be printed in 1 copy);
- photos from Peru (an A4 copy to be printed in colour);
- part of the documentary series "Domino Effect" – "Children to the Rescue";
- a large world map or globe;
- an A4 envelope;
- a computer, a screen and speakers for the screening a the film;
- sticky notes.

| PREPARATION FOR THE CLASSES

Before class, print the letter from Milagros and the photos from Peru and put them in an envelope addressed to the students.

LESSON PLAN

| WE SET OUT ON OUR JOURNEY – BEGINNING OF THE CLASSES

Welcome the students, invite them to prepare their folders and go on the road. Let them move freely around the classroom at a speed they like.

Request that they take their seats and ask:

- Do you remember the purpose of our journey together?
- Who have we already visited during our journey?
- What was the most important thing in the opinion of the children we visited?

Introduce the topic of the lesson.

- Today we will stay in South America and visit a girl who lives in Peru. We have just arrived here!

Point to and mark Peru on the map or globe. Ask the students to mark the country on the maps they have in their folders.

- There is a jungle in the north of Peru. It is home to more than 400,000 inhabitants of Iquitos. It is the largest city in the world not accessible by land. The only way to get there is by plane or boat. Milagros, who invited us, lives in the poorest part of Iquitos, the Belén district. For almost six months a year it is flooded by the waters of the Amazon basin, so the houses simply stand in the water. You will see them in the pictures attached by Milagros to the letter she wrote to you. The problem is not so much the fact that part of the house is immersed in water, but that small children can fall into polluted water when they come out of the house. This poses a great risk because they can drown and they are exposed to diseases caused by bacteria in the water. Do you think that your peer's living conditions influence what is important to her in life? I invite you to listen to what Milagros would like to share with you in her letter.

| WHAT IS INVOLVEMENT? – READING THE LETTER FROM PERU

Take Milagros's letter out of the envelope and read it.

“ Hi!

”

I'm Milagros. I am 9 years old and live in Peru, in the middle of the jungle, in the city of Iquitos. My house is located in the Belén district, where all the buildings are on stilts or float. Can you imagine that? You can't? I thought so, so I've prepared some photos for you so you can see how we live.

Stop reading the letter and show the pictures to the students.



Return to reading the letter.

” *As you can see, our homes have ladders and barriers or covers, but you probably know that small children are very active and clever: no barrier can stop them if they want to do something! There have been several accidents in my neighbourhood, where toddlers fell into the water and no one managed to save them. It was shocking and made us all very upset.*
After school I go to an after-school club where the classes are conducted by very creative people. They have shown us that we too, can help solve the problem of drowning children!
I have prepared a short film for you, in which the co-founder of our club, Esther, talks about what we did together and how it happened. See for yourselves. ”

Play the prepared **part of the film**. Return to reading the letter.

” *I wanted to write to you about how important it is for me to be involved in taking action. It all started with someone asking us what we would like to change in our lives and listening carefully to our ideas. You know, just because we're children doesn't mean we can't do anything about important problems. Our ideas count! Sometimes we see solutions that adults do not see. And when there are more of us, we can exchange ideas, our experiences, and by listening to others, we come up with new ideas – it's called inspiration!*
Since each of us knows how to do different things, we have different strengths, and when it comes to creating an action plan, we are much smarter and more effective as a group. We can use this to be more effective. And sometimes, thanks to our personal involvement (after all, we care about solving the problem of children falling into the water!), more people are ready to help us and support what we do. We knew that police officers understand water rescue operations much better than we do, so we asked them to share their knowledge with us and teach us what we can do on our own. When they saw how much we care about it and that we were fully involved, they immediately decided to help us! Thanks to that we are all safer.
I won't try to convince you if you find it hard to believe, but just think: it's not worth waiting for someone else to take some action, for someone to see that something is important to us. You have to take matters into your own hands and look for allies!
I hope that when you return home from this trip, you will look at some of your everyday problems in a different way and start looking for solutions with your friends. You'll see how much you can do! ”

*All the best,
Milagros*

| A LETTER FROM PERU – A CONVERSATION

Invite the students to talk: You can ask:

- What does Milagros consider to be the greatest value? Do you think it's important, too?
- What is involvement? What did Milagros write about and what do you know about it from your own experiences?

During the conversation, try to draw the students' attention to the fact that the children from Peru did not immediately try to rescue the younger children, but first, in cooperation with adults, they learned how to take care of their own safety and that of the people who needed help. Make the students aware of the principle that one should not take immediate action if it may pose risk to someone.

| WE HAVE INFLUENCE TOO! – GROUP WORK, CHOICE OF A TOPIC

*The activity is an introduction to setting the goal of a joint activity, which you can then use to involve the students in working using the project method and thus enable them to introduce a change they really care about. When selecting problems and discussing ideas for solving them, you can guide the students to see solutions that you know you can implement in the time you have at your disposal. It is important, however, that in the end, the decision is taken by the students. Your role will be to direct your plans and activities in such a way that you can implement at least the basic version of the project.

Referring to Milagros's letter (*Just because we're children doesn't mean we can't do anything about important problems. Our ideas count!*), announce to the students that when you finish your journey through the world of values and return to the usual classes, you will propose actions to them that will help them do something they care about, face a problem that is important to them.

Divide the students into 4-5-person groups. Ask them to first think alone and then in groups about what bothers them, what problems they see every day around them, in their neighbourhood.

- What problem do you see that could be solved by acting together as a class?

Also ask an additional question:

- What problem in your environment can be solved to also bring benefits to other people?
- Is this problem only important to you, or could other students also care about solving it?

After the allotted time has passed, each group should present a list of the problems they would like to solve. Write down the students' suggestions on the board. If the problems repeat in different groups, highlight those already written with an additional line.

Give the students one sticky note each. Let them stick it next to the problem which is the most important for them among the ones mentioned. If several problems have a similar number of votes, suggest that students who have previously pointed out to a different problem, selected by a smaller number of people, stick their note to one of those who have the largest number of votes. Read the name of the problem that is identified as the most important for most students.

| THE CHOICE OF AN ACTION WE CAN TAKE – A DISCUSSION

Encourage the students to discuss how to counteract the indicated problem. Invite them to give their own propositions and to consider the pros and cons of their ideas. Pay attention to how the students communicate with each other, so that they do not criticise ideas but focus on objective arguments.

When summing up the discussion, write down a few proposals for solutions to the problem on which the students mostly agreed on the board.

Prepare a vote on which proposal you will continue to work on.

To sum up, draw the students' attention to the fact that sometimes the involvement of more than one person requires a compromise and a focus on defining the conditions of cooperation so that everyone can achieve something that is important to them.

Tell the students when you plan to start working on the activity you have chosen together.

Examples of proposals for action:

PROBLEM	EXAMPLES OF ACTIONS
air pollution	<ul style="list-style-type: none"> setting up your own classroom garden preparation of a mini garden in the classroom with plants purifying the air information campaign on smog and a campaign promoting anti-smog masks
no time to play (too much time devoted to studying after school)	<ul style="list-style-type: none"> creating games that improve the knowledge of what the students need to learn
the illness of a student from our school	<ul style="list-style-type: none"> raising money for treatment and rehabilitation planning regular visits assistance in preparing for school borrowing notes and notebooks
overcrowded and under-supplied animal shelters	<ul style="list-style-type: none"> collection of pet food campaign promoting the adoption of animals from a shelter visiting a shelter, walking the animals, playing with the animals building animal sheds, sewing cushions and lining for the sheds

WHAT IS INVOLVEMENT? – CREATING THE DEFINITION

Ask the students to use what they have discovered during the classes to say what involvement is in their own words. Once the definition is agreed upon with the class, write it down on a separate sheet of paper and hang it next to the cards from the previous classes.

WHAT ARE WE TAKING WITH US FROM TODAY’S TRIP? – SUMMARY OF THE CLASS

Sum up the classes by referring to today’s experience of choosing the problem the students want to address and the actions they can take. Tell them that this way they have already experienced involvement. Emphasise that involvement is a sign of the importance they attach to a particular issue.

AFTER THE CLASS – INFORMATION FOR PARENTS AND GUARDIANS



At the end of the class, provide the parents or guardians of your children with information prepared especially for them, which will enable them to continue the work you have done with the group today. You will find it [here](#).



DEAR PARENTS! DEAR GUARDIANS!

In today's class in the "Journey through the World of Values" series, we talked about what involvement is. The students learned the story of the children who live in Iquitos, Peru, the largest city in the world that cannot be accessed by land. One of the districts of Iquitos, Belén, is regularly flooded for almost six months of the year by the waters of the Amazon basin, so the houses simply stand in the water. The problem is not so much the fact that part of the house is immersed in water, but that small children can fall into the water when they come out of the house and they are exposed to diseases caused by bacteria in the water. INFANT, an organisation supported by the Kulczyk Foundation, runs classes in Belén to show children the importance of their involvement in activities aimed at improving safety and health for themselves and their communities. One of the projects started by children was the organisation of a rescue team trained in helping small children. In cooperation with the local police, they learned how to react when a child falls into the water. The number of drownings has decreased, older children regularly teach younger children to swim and train themselves in first aid. This story was the starting point for our conversation about what the students in our class would like to be involved in. They independently chose a problem which, in their opinion, is important, and we planned the next steps.

In the classroom, we wanted to draw the students' attention to the importance of involvement and mutual help.

After the classes, the student can:

- define involvement as a value – taking deliberate actions in order to achieve what
- is important to us;
- explain that when they see a problem, they can look for solutions;
- see that they have an influence on the surrounding reality, but at the same time they know that their impact is limited;
- understand that when they care about something, they should think about how to achieve it and what they can do to achieve it;
- ask adults to support them in solving problems that are important to them.

Suggested activity to be done at home

1. Consider a recent problem with your child that seemed for you to be impossible to solve but your child managed to deal with it. What helped accomplish the task?
2. What problem can you solve at home by working together with all the members of the household? What is the problem and what actions can you take?
3. Talk to your child about what traits of character help perform difficult tasks and not give up.
4. Which words help us when we are performing a difficult task? On a piece of paper, write down the phrases that give your child wings. Pay attention to what is most important to the child.

Hi!

I'm Milagros. I am 9 years old and live in Peru, in the middle of the jungle, in the city of Iquitos. My house is located in the Belén district, where all the buildings are on stilts or float. Can you imagine that? You can't? I thought so, so I've prepared some photos for you so you can see how we live.



As you can see, our homes have ladders and barriers or covers, but you probably know that small children are very active and clever: no barrier can stop them if they want to do something! There have been several accidents in my neighbourhood, where toddlers fell into the water and no one managed to save them. It was shocking and made us all very upset. After school I go to an after-school club where the classes are conducted by very creative people. They have shown us that we too, can help solve the problem of drowning children! I have prepared a short film for you, in which the co-founder of our club, Esther, talks about what we did together and how it happened. See for yourselves.



I wanted to write to you about how important it is for me to be involved in taking action. It all started with someone asking us what we would like to change in our lives and listening carefully to our ideas. You know, just because we're children doesn't mean we can't do anything about important problems. Our ideas count! Sometimes we see solutions that adults do not see. And when there are more of us, we can exchange ideas, our experiences, and by listening to others, we come up with new ideas – it's called inspiration! Since each of us knows how to do different things, we have different strengths, and when it comes to creating an action plan, we are much smarter and more effective as a group. We can use this to be more effective. And sometimes, thanks to our personal involvement (after all, we care about solving the problem of children falling into the water!), more people are ready to help us and support what we do. We knew that police officers understand water rescue operations much better than we do, so we asked them to share their knowledge with us and teach us what we can do on our own. When they saw how much we care about it and that we were fully involved, they immediately decided to help us!

Thanks to that we are all safer.

I won't try to convince you if you find it hard to believe, but just think: it's not worth waiting for someone else to take some action, for someone to see that something is important to us. You have to take matters into your own hands and look for allies!

I hope that when you return home from this trip, you will look at some of your everyday problems in a different way and start looking for solutions with your friends. You'll see how much you can do!

*All the best,
Milagros*







SCENARIO 10 OF 10

A JOURNEY THROUGH THE WORLD OF VALUES

SUMMARY

*We return from our
journey back to our
own world*



SCENARIO CARD



| MAIN GOAL

Shared reflection on the values learned during the series of classes.

| SPECIFIC GOALS

The student:

- understands that people are guided in their lives by different values;
- defines such values as freedom, self-expression, empathy, courage, independence, taking care of oneself, resilience, involvement;
- indicate the values that are important to them;
- talk about how they implement these values in their own lives..

| TEACHING AIDS

- “Values” work card (to be printed for each student);
- a large world map or globe;
- pictures from scenarios 2.-9.

LESSON PLAN

| WE RETURN FROM THE JOURNEY – INTRODUCTION TO THE CLASS

Tell the students that today they won't visit any new place, that they're going back to school to look inside their folders-suitcases and think about what they've brought from the journey.

Invite them to talk:

- Do you recall the goal of our journey?
- Do you think we have achieved it?

Remind the students that the purpose of the trip was to learn what is important in life and what is important for people living in different parts of the world.

- We have visited several places and learned the stories of your peers. Today we are returning home. During the journey we got to know new places and people. We have collected important experiences, new knowledge and brought back souvenirs. Look inside your folders.

| WHAT PLACES HAVE WE VISITED? – WORK WITH A MAP – A REMINDER OF THE PLACES VISITED

Ask the students to take the world map out of their folders-suitcases and list the places you have visited together:

- on the African continent: Ghana, Lesotho, Kenya, Namibia;
- on the Asian continent: Indonesia (Sumba Island), Nepal;
- on the South American continent: Peru, Venezuela and Colombia (these two countries were briefly discussed together).

For this exercise you can also use the photos printed for the previous classes that will help the students remember details.

Ask the students if they remember what distinguishes each of these countries:

- Ghana – one of the largest artificial lakes in the world – Lake Volta;
- Lesotho – a kingdom located entirely at an altitude of over 1000 m above sea level;
- Namibia – one of the oldest deserts in the world – the Namib;
- Indonesia – located on over 13,000 islands*;
- Nepal – the highest peak in the world – Mount Everest (8848 m above sea level);
- Peru – the largest city in the world (Liquitos) which cannot be accessed by land.

*Detailed data varies, even the official figures given by the Indonesian authorities vary from nearly 13.5 to more than 17 thousand islands. You can also simply say that Indonesia is the largest archipelago in the world.

Point the students' attention to the fact that the material presented to them during the classes is only a fraction of the information about a given country. They were invited by children from certain places in these countries and, just as these children, the students would probably not want anyone to say that the entirety of Poland looks like the place they live in. They must remember that during the classes they learned about the lives of the children who wrote the letters, their relatives, friends and neighbours, but this is only a small part of the information about living in a given country.

| WHAT HAVE WE RETURNED WITH? – DISCUSSION ABOUT THE SOUVENIRS BROUGHT BACK FROM THE JOURNEY

Ask the students to each take their folder and review what they have brought back from the journey. Invite them to talk about the souvenirs they have brought back and what they have experienced.

- During our journey, we received letters from children who wrote to us about what is important to them, what is valuable.
- Do you remember what the word value means?
- Do you remember what values your peers wrote about in their letters?

Allow the students to look at the created definitions of the values discussed during the previous classes. Encourage them to explain the meanings of the values they have learned during the journey.

Hand out the **work cards** and ask the students to indicate how important freedom, self-expression, empathy, courage, independence, taking care of oneself, mental resilience and involvement is for them by drawing an arrow indicating an appropriate level of a given value.

If the students have created their “Boxes of Values” during the first class of the series, they can now go back to it and look at what they thought was most important and less important.

Encourage them to consider what other values are important to them in their lives.

Ask them to get into pairs and talk about it. Before you start work, point out that other important issues include family, friends, nature and animals.

Once the students have filled in their work cards, ask them to stand up and look among their classmates for people for whom similar issues are the most important. Propose that they think about activities together that will demonstrate that they are guided by a given value in their lives. They can write down or draw the symbols of the agreed ideas on the card, in the spot “My Ideas”. They can share the next value with another person and cooperate with them.

Propose that the students mark, e.g. with an exclamation mark, the values they consider to be the most important of all. To sum up, encourage the students to hang the work card in a visible place, e.g. above the desk in their rooms or in another place they will often look at. Suggest that they go back to the ideas they put on the card and even add more.

| “A JOURNEY TO THE WORLD OF VALUES” – A SUMMARY OF THE SERIES OF CLASSES

While summing up the task completed at the end of the class, highlight the wealth of knowledge accumulated by the students regarding the discussed values. Point out to how many ideas they have for everyday activities that will show that these values are important to them.

Encourage them to look into their folders from time to time and to look at the souvenirs from their journey through the world of values because it can make it easier for them to make different decisions, and also remind them of what they already know and what skills they have.

Also, point out that matters which are important for us, our values, are usually not mutually exclusive and we can be guided by them on a daily basis at the same time. But when we have a feeling that in a given situation we can't, for example, cooperate and exercise our freedom, we must always consider what is more important for us and what the consequences of our choice are going to be.

| AFTER THE CLASS – INFORMATION FOR PARENTS AND GUARDIANS

At the end of the class, provide the parents or guardians of your children with information prepared especially for them, which will enable them to continue the work you have done with the group today. You will find it [here](#).





DEAR PARENTS! DEAR GUARDIANS!

During today's classes we summed up the whole series: "A Journey through the World of Values". We shared our reflections on the topics discussed during the classes. The aim of our journey was to learn what is important in the lives of people living in different parts of the world. We visited several places and got to know the stories of their peers who live there. During the journey, the children not only got to know new places and people, but also gained important experiences and new knowledge, and brought back souvenirs, which they stuck inside their folders-suitcases to remind them of this fruitful expedition.

The aim of this meeting was to share reflections on the values learned during the series of classes.

After the classes, the student can:

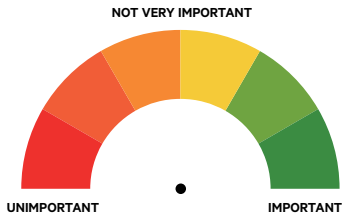
- understand that people are guided in their lives by different values;
- define such values as freedom, self-expression, empathy, courage, independence, taking care of oneself, mental resilience, involvement;
- indicate the values that are important to them;
- talk about how they can implement these values in their own lives.

Suggested activity to be done at home

1. Take a look inside the folder your child prepared during the classes together with them. Ask them about its contents. Talk to them about what they stuck inside and the memories connected with it.
2. Ask which of the tasks you performed together after the classes they would like to do again. Which task did they remember the best?
3. Ask the child which story told by the peers from around the world they remember the best and what made them most interested in it.
4. Ask your child what story they would like to share about themselves if they were to write a letter to children in other countries? Which photos would they like to show? Is there anything they would like to teach other children, and if so, what would it be?

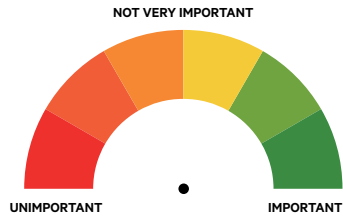
**VALUES BROUGHT BACK FROM THE
“JOURNEY THROUGH THE WORLD OF VALUES”**

MY OTHER VALUES



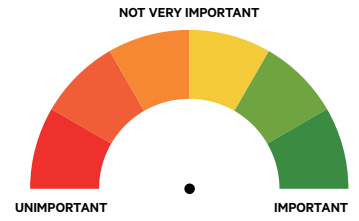
FREEDOM

My ideas:

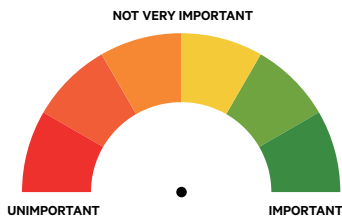


EXPRESSING ONESELF

My ideas:

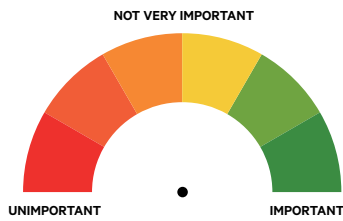


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My ideas:



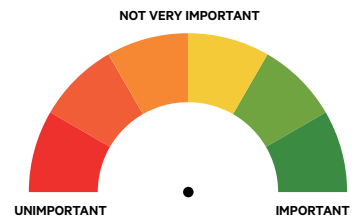
EMPATHY

My ideas:

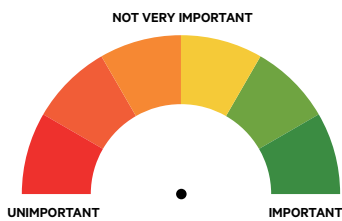


COURAGE

My ideas:

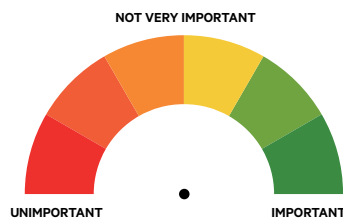


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My ideas:



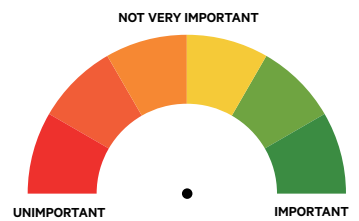
INDEPENDENCE

My ideas:

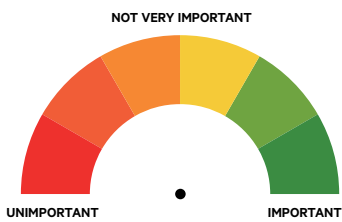


TAKING CARE OF ONESELF

My ideas:

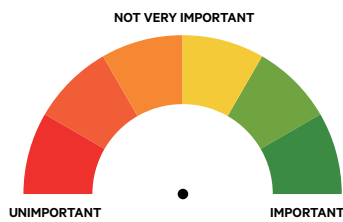


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My ideas:



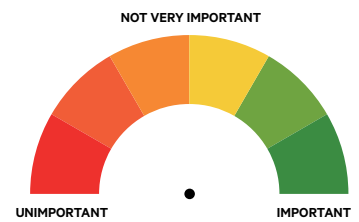
MENTAL RESILIENCE

My ideas:

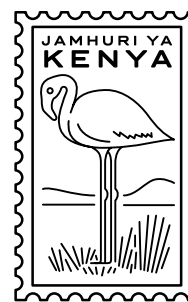
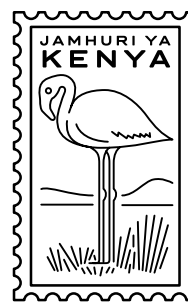
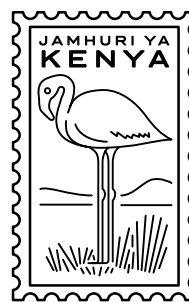
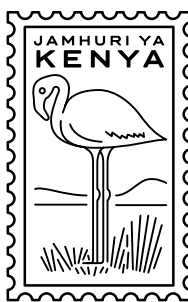
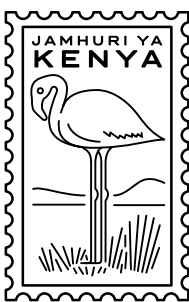
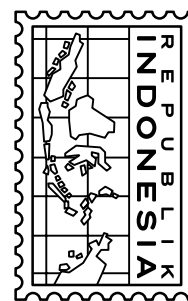
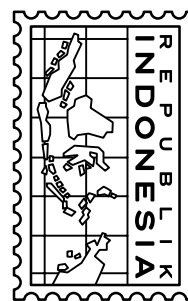
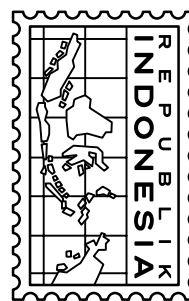
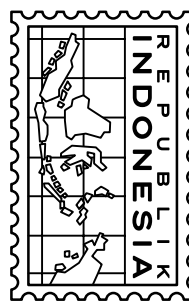
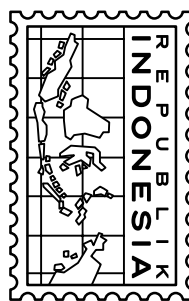
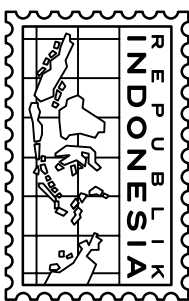
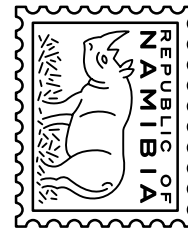
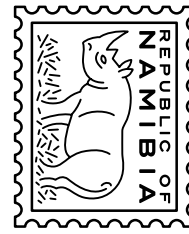


INVOLVEMENT

My ideas:



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My ideas:



A JOURNEY THROUGH THE WORLD OF VALUES

