



**EDUCATION**  
**FOR ALL COALITION**

# Workbook



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2022 Program

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# PROGRAM INTRODUCTION

## “Where Friendship Blooms” Resource Guide

### **Background**

Education for All Coalition (EFAC), Inc. is a global organization that is dedicated to creating education opportunities and finding solutions that empower displaced and disadvantaged children in emergency situations, refugee camps and settlements around the world. We focus on advocacy, capacity building, climate education, and social-emotional learning to enhance the overall well-being of children. We promote the physical, social, and cognitive development of all children. Fostering healthy life habits and environmental sustainability are integral parts of our programs to improve conditions for all children so they can become thriving global citizens with global competencies and unlimited potential.

Established in 2018, EFAC reaches children in the Middle East, Europe, Asia, Africa, and North America in pre-primary and early childhood settings. Programs focus on teachers, and learners with collaboration and engagement from family circles, community leaders and government officials. Topics include Trauma Informed Teaching, Social Emotional Learning, Foundational Literacy and Numeracy, with a Climate Resilience Education approach to help teachers and learners with healthy development and wellbeing. Our programs are grounded in the whole child development framework which includes the four domains of (1) physical wellbeing, (2) social wellbeing, (3) cognitive development, and (4) environmental awareness. Our approach is play based and adapted to circumstances and capacities using child-centered pedagogy. Our commitment is to provide support, guidance, and consultancy throughout our engagement in pilot programs. Our program providers are experienced humanitarians and educators who are affiliated with renown universities and possess specialized education and trauma credentials related to early childhood education and wellbeing. They have high levels of interpersonal and cross-cultural skills and have conducted relevant research with practical international experience.

### **Objectives**

The goal of the “Where Friendship Blooms” resource guide is to foster a fun-filled program for early learners up to age 8 that will result in evidence-based positive outcomes. The package includes:

- Lesson plans
- Coping strategies
- Activities and play
- Breathing exercises
- Classroom Growth Chart Tool
- Classroom Climate Scale Tool
- Student Goal Setting Chart
- Measurement & Evaluation

# PROGRAM INTRODUCTION

## “Where Friendship Blooms” Resource Guide

### **Methodology**

“Where Friendship Blooms” programs are designed to meet the requirements of the situation and learning environments needs of the children and children for their growth and development. The resource guide is informed by our learner-centered and play-based approach by research, best practices, and focus on SEL and climate resilience. Materials are produced in English and translated as needed. The resource guide is provided in Word and training is delivered in person in-country and/or virtually as conditions permit. EFAC is responsible for coordinating, supporting, and providing the program and partners with supporting organizations as needed.

### **Requirements**

A safe environment for learners, teachers and program providers is essential. A program assessment and detailed work plan with resource requirements will be created for each program to identify program deliverables and timelines. Meetings and workshops prior to, during and after programs between EFAC staff, supporting staff and program recipients will ensure program expectations and quality are met.

### **Deliverables**

- Program work plan and methodology for program delivery
- Program guidance resources and tools
- Training materials and knowledge products for teachers, trainers
- Student materials
- Program evaluation reports
- Measurement and evaluation data reports
- Program Digital Certificates of program completion

We are pleased to offer our program and services to the most vulnerable children, teachers and their communities. Our world is complex and challenging and our programs are designed to respond to crisis and emergencies. May we all make a positive difference in a child’s life and their circumstances.

In Gratitude,  
The EFAC Staff



Rose Cardarelli Ed.D. CEO

## Program Introduction

The Education for All Coalition (EFAC) is a network of organizations and individuals dedicated to creating education opportunities for displaced and disadvantaged children. Our Practice Areas include capacity building, training, educating, and resourcing programs. Our Services address cognitive development, learning, literacy, social-emotional wellbeing, and resilience building with innovative technology. Fostering healthy life habits and promoting the wellbeing of children are integral parts of all services provided.

The EFAC strategy is to identify gaps in education services and to implement assistance programs that improve access and provide flexible and holistic pedagogy and resources with quality assessment oversight through direct and remote engagement. Our pedagogy provides services and programs for Transitional, Non-Formal, Alternate and Accelerated education programs on site or through virtual capabilities, designed to build communities of practice and knowledge networks. Our programs train local educators with sustainability and scaling considerations. Our practice includes implementing data-driven approaches with proven qualitative and quantitative measures to map requirements, assess resources, and produce content and competencies, in tailored educational programs that generate productive life skills and confident world citizens.

We work with partners in local and global communities to retain cultural identity and ensure long-term local sustainability. Our programs focus on a blended teaching model with actionable plans designed to strengthen local education capabilities and teacher capacity.

## Curricular Framework for Social and Emotional Learning

The Social and Emotional Learning (SEL) component of “Where Friendship Blooms” uses a framework based on the advice of the INEE Guidance Note on Psychosocial Support (2018). SEL is the process that allows children to “recognize and manage emotions, set and achieve goals, appreciate the perspectives of others, establish and maintain positive relationships, make responsible decisions, and handle interpersonal situations constructively” (Elias, Zins, Weissberg et al., 1997<sup>1</sup>, cited in INEE Guidance Note).

Accordingly the Guidance Note, SEL approaches ought to include:

- Lesson plans that explore the concept of change
- Coping strategies that help children and youth adapt
- Cooperative games that foster social cohesion and cooperation
- Social-awareness simulations that promote empathy and understanding
- Visualization exercises that ask learners to consider their future goals
- Activities that focus on developing self-awareness to encourage learners to reflect on their abilities
- Breathing or relaxation exercises that help learners recognize and manage their emotions (2018)

“Where Friendship Blooms” seeks to integrate SEL activities into the academic curriculum and foster safe and supportive learning environments. Where possible, students should have the opportunity to engage in peer learning and support.

It must be noted that SEL is not a mental health intervention but a pedagogical practice that improves the psychosocial well-being of young people. EFAC encourages the appropriate psychosocial support services be made available and utilized in cases of need.

<sup>1</sup> Elias, M. J., Zins, J. E., Weissberg, R. P., Frey, K. S., Greenberg, M. T., & Haynes, N. M. (1997). Promoting social and emotional learning: Guidelines for educators. Alexandria, VA: Association for Supervision and Curriculum Development.

## Pedagogical Approach - Learner-Centered and Play-Based Education

Activities in “Where Friendship Blooms” adopt learner-centered and play-based approaches.

Learner-centered approaches to learning entail a “shift in pedagogy from the teacher being in the center of the classroom to the learner being in the center,” with the process of learning occurring as “the process of interaction between the instructor and students and among the students” (Patel-Junankar, 2017)<sup>2</sup>. Centering the learner is thought to be more motivating and conducive to collaboration, reflection and active problem-solving (2017).

Play-based learning is shaped by children’s initiative, decision-making, and control over their experiences. According to UNICEF, play is joyful, iterative, actively engaging, social interactive, and meaningful. Play can take many forms and is a powerful vehicle for children’s self-expression and understanding of abstract concepts. Skills in the intellectual, social, and emotional domains can all be developed through play (UNICEF, 2018)<sup>3</sup>.

## Program Overview

Teacher Training → Pretest → Implementation → Ongoing Feedback and Assessment

### **Schedule**

4 weeks prior to programs start: Weekly virtual meetings occur for personnel and program introductions, expectations, planning and logistics.

Day 1: Pre-Implementation Evaluation: Introduction of the Classroom Growth Chart, Classroom Climate Scale, program, tools, measurement and evaluations, and trauma-responsive teacher training (2-4 hours per day plus an outdoor activity).

Day 2: Construction of Learner Profiles; Student Goal-Setting Charts and determination of learning conditions

Days 3-4: Trauma-responsive practice in the classroom (15 activities available)

Day 5: Lesson Plan - Foundational Literacy and Foundational Numeracy

Day 6: Lesson Plan - Identifying Your Strengths & Lesson Plan - Overall Wellbeing

Day 7: Lesson Plan - Bringing Together Your Past and Future & Lesson Plan - Environmental Awareness

Day 8: Lesson Plan - Food Security & Lesson Plan - Adjusting to Your Host Country

Day 9: Lesson Plan - Striving for Resilience & Teacher-Student Check-Ins

Day 10: Post-Implementation Evaluation: Program transition and review, teacher surveys

### **Measurement & Evaluation**

Teacher pre-assessment

Formal classroom observation, Classroom Climate Scale, Classroom Growth Chart used on Days 1-10

Learner Profiles

Pre-assessments for students

Teacher post-assessment

Teacher and student interviews

Teacher satisfaction surveys

<sup>2</sup> Patel-Junankar, D. (2017). Learner-Centered Pedagogy: Teaching and Learning in the 21st Century. *The Health Professions Educator: A Practical Guide for New and Established Faculty*.

<sup>3</sup> UNICEF. (2018). Learning Through Play: Strengthening Learning Through Play in Early Childhood Education Programmes. UNICEF.

Prior to in-classroom implementation, the program coordinators have communicated about the needs of each student population to tailor curriculum materials. On Day 1 and 2, classroom observation and construction of Learner Profiles personalizes the rest of the process to each group's specific conditions. Days 3 and 4 allow the teacher to practice trauma-responsive strategies through team-building activities. Days 5, 6, 7, 8, and 9 are sets of play-based activities centered on different core themes. Each day has three primary activities, and three alternatives if there are challenges or extra time. Day 9 also includes Teacher-Student Check-Ins, which offers time for teachers to add updates to Learner Profiles, and get a sense of how students felt about their experience. On Day 10, teachers meet with the program coordinators to go over their experience, feedback, and how to incorporate these themes moving forward. For 6 weeks following program completion, program coordinators will work with the teachers to build a Professional Learning Community, and provide the ongoing support needed to make the pedagogy sustainable. The implementation process accommodates teacher feedback during and after each lesson. If an activity, methodology, or concept is not feasible, concerns can be discussed with Program Coordinators, listed in the table of contents.

**Days 3-9 follow the same general structure.**

Teacher Training:

- 10 min - Warm-up
- 30 min - Introduction
- 60 min - Go through today's activities
- 30 min - Discussion questions

Mini-Lesson:

- 10 min - Explain the day's theme(s) and the basic outline of each activity and review the vocabulary.

First Lesson Work Time (following instructions in the curriculum packets):

- 20-30 min - Activity 1
- 20-30 min - Activity 2
- 20-30 min - Activity 3

Second Lesson Work Time

- 20-30 min - Activity 1
- 20-30 min - Activity 2
- 20-30 min - Activity 3

Finishing Up:

- 5 min - Review vocabulary again and answer any questions.
- 10 min - Going around in a circle, ask the class: "What was one thing you learned from today?" "How do you feel after today?" "How do you feel about coming back tomorrow?"

**Ongoing Support**

For 3 weeks after program completion, we will engage in weekly virtual meetings for program maintenance and coaching. Then for 3 weeks after that, we will engage in weekly virtual meetings to establish a Professional Learning Community. Addressing the crucial need for ongoing support after the initial training is the Professional Learning Community (PLC). The PLC is a space for teachers to share their expert knowledge and best practices with peers. Teachers meet at regular (typically biweekly) intervals and take time to openly discuss common problems and solutions and offer advice. If possible, teachers observe each others' lessons with specific goals in mind and offer feedback to develop competencies. Teachers also use this time to affirm their commitments to student learning, professional growth and curricular goals. The PLC is also a way to reduce isolation and promote strategies for wellness and self-care.

# Trauma-Informed Teaching

## Purpose

**Trauma-informed teaching considers how emotional hardship affects children's behavior and academic performance.**

*Goals of Trauma-Informed Teaching:*

- **Educators** will learn skills to support children through hardship and new ways to manage the classroom.
- **Children** will learn how to work with and respect one another, build healthy relationships, and work through tough emotions, especially anger.

## Overview

**While teaching, use skills that work against the consequences of trauma, such as self-compassion, perspective-taking, communication of needs, identifying grief, and more.**

*While teaching:*

- Recognize how your own emotions and challenges may impact interactions with children. Identifying your own trauma is the start to helping children manage theirs.
- Children may overreact to certain concepts if they remind them of difficult events. Offer them space and support to calm down; this is a normal response to remembering trauma.
- Bring children's voices into the classroom. Let them guide small decisions about how they'll engage with the lessons.
- Ask children questions without judgment or hostility.
- Make it feel normal and natural to talk about challenges they've faced, and be compassionate.

**Lesson Plan: *Trauma-Informed Teaching***



# Trauma-Responsive Teaching

Days 1, 2, 3, and 4

Summary	
<p><b>Description:</b> Trauma-responsive teaching considers how emotional hardship affects children’s behavior and academic performance. This program offers social-emotional activities that give children skills for understanding themselves and building relationships. It is designed to offer educators guidance for classroom management and support regarding personal hardship.</p>	<p><b>Key Programmatic Components:</b></p> <ul style="list-style-type: none"> <li>● Educator training to foster trauma-responsive skills</li> <li>● Lesson plan with over 15 activities that guide the educator through practice</li> <li>● <a href="#">Learner Profiles</a>, <a href="#">Goal-Setting Chart</a>, <a href="#">Classroom Climate Scale</a></li> </ul>

Ages	Setting	Duration
Adult	Educator Forum	Preceding 8 weeks, 2 days

Program Objectives	
<p><b>Knowledge &amp; Skill Development in SEL Constructs:</b></p> <ul style="list-style-type: none"> <li>● Effective Classroom Relationships               <ul style="list-style-type: none"> <li>○ Guidance for robust feedback mechanisms</li> <li>○ Compassionate educator presence</li> </ul> </li> <li>● Structured Learning               <ul style="list-style-type: none"> <li>○ Setting limits within the classroom</li> <li>○ Instilling daily routine</li> </ul> </li> <li>● Anticipating and Meeting Student Needs               <ul style="list-style-type: none"> <li>○ Recognition of student hardship</li> <li>○ Structured time for individual student attention</li> </ul> </li> <li>● Educator Capacity               <ul style="list-style-type: none"> <li>○ Support network between teachers</li> <li>○ Pedagogical resources</li> </ul> </li> <li>○ Improved classroom management</li> </ul>	<p><b>Program Objectives:</b></p> <ul style="list-style-type: none"> <li>● Educators will learn skills to support children through hardship and new ways to manage the classroom.               <ul style="list-style-type: none"> <li>○ To build teacher capacity for supporting children’s needs, while honoring the needs of educators themselves.</li> <li>○ To create an emotionally-receptive environment that reduces learning obstacles.</li> <li>○ To teach skills for compassionate classroom management.</li> <li>○ To help educators identify signs of struggle.</li> </ul> </li> <li>● Children will learn how to work with and respect one another, build healthy relationships, and work through tough emotions, especially anger.</li> </ul>

Teaching Considerations
<p>Adaptation/Contextualization Considerations:</p> <ul style="list-style-type: none"> <li>● Educators may be hesitant to take on the initial emotional labor required to create a trauma-responsive environment. That early support will be critical to lessen the burden until the classroom becomes self-sustainable.</li> <li>● Teachers need adequate emotional support if this work surfaces their own traumatic experiences.</li> </ul>

While teaching, use skills that work against the consequences of trauma, such as self-compassion, perspective-taking, communication of needs, identifying grief, and more:

- Recognize how your own emotions and challenges may impact interactions with children. Identifying your own trauma is the start to helping children manage theirs.
- Children may overreact to certain concepts if they remind them of difficult events. Offer them space and support to calm down; this is a normal response to remembering trauma.
- Bring children' voices into the classroom. Let them guide small decisions about how they'll engage with the lessons.
- Ask children questions without judgment or hostility.
  - Make it feel normal and natural to talk about challenges they've faced, and be compassionate.

Migrant, displaced, and refugee children and their families are at higher risk of experiencing trauma. Therefore, it is critical that we create trauma-responsive environments that support families and help them feel safe, build resilience, and begin to heal. It is helpful to keep the following in mind:

- People present with a range of symptoms and express their trauma and stress in different ways. Age and developmental level also play a role in how trauma is expressed. Many people may report physical symptoms such as headaches, stomachaches, body aches, and exhaustion.
- Perceptions and stigma related to mental health and trauma vary greatly across cultures and should be acknowledged, centered, and honored.
- Provide culturally responsive and linguistically sensitive services. This may mean ensuring there are interpreters and cultural brokers available to support families.
- Listen. Helping families heal requires that we listen to their stories. Acknowledge each individual experience including the difficulties and strength it took to get them to where they are now. Finally, ask families to tell you what they need and support them if they are feeling overwhelmed and unsure.
- Address urgent needs first. Healing from trauma requires a sense of safety and agency. Family's basic needs such as food, clothing, medical, dental, financial, legal, transportation, and housing are essential to address first. Addressing these needs first reduces stress and builds trust.
- The impact of intergenerational trauma means that even if children have not directly experienced traumatic events, they can be affected by their family members' experiences and storytelling.

The following selection of free and easy to use strategies have been collected through work with families in many parts of the world. Please use these as a starting point and adapt as needed:

- Bearing witness means you are present and available to create a safe space for someone to share their experience.
- Collaborative problem solving can help people regain a sense of control and agency. Instead of solving a problem for someone, try allowing them to participate in clearly articulating the problem and working together to identify a solution.
- Observe what is going on in and around you. When people are feeling really overwhelmed, pausing, and focusing on what is concrete such as identifying what color the wall is, what their feet feel like on the ground, where their hands are placed, what the textures of their pants or shirt feel like can be grounding and comforting.
- Focusing on a task such as cleaning or fixing something tangible can often help us feel in control and build resilience.
- Identify supports around you. Notice what others are doing that is working for them: What are the knowledge keepers and elders doing? What have other community members done? Who around you can provide support and guidance.

You can try the following exercises to calm the classroom:

- Breathing into the belly instead of the chest calms the nervous system and can be soothing in times of stress.
  - Belly breathing: Sit up straight and put one hand on your chest. Breathe through your mouth for four seconds, hold for four seconds, and exhale through your mouth for four seconds.
  - Bumblebee breathing: Inhale through your nose for four seconds and then release the air with a light buzzing noise.
- Mindfulness helps us take a moment to slow down and focus on our surroundings.
  - Visualizing a serene location, place, person, or even a word. This technique supports the mind and can help calm the body.
  - Focus on a sound you can hear. Does it sound familiar, strange? What are the sounds and smells around it? If they don't want to close their eyes, they can focus on sights too.
- Energy discharging activities such as running, dancing, singing, laughing, jumping, stomping, and so forth are great coping strategies that can leave you feeling calm. Try the following with the class:
  - Stretching
  - Run in place for 90 seconds
  - Children who are still stressed can take a break in the calming corner
- Gratitude journaling can be a helpful tool. Writing down or simply pausing to note a few things you are grateful for in the moment can help us cope in stressful situations.

#### [Classroom Climate Scale](#)

You are encouraged to “rate” the overall classroom climate (how easy it is and how it feels to learn in the classroom) using criteria listed on the Classroom Climate Scale.

Based on what number you rate the class that day from 1 to 5, you can follow suggestions specific to that climate listed on the next page.

# Classroom Climate Scale

1



- There were constant disruptions in the classroom.
- Children did not try to attend to the activity and a working environment could not be sustained.
- This day left you feeling extremely exhausted or upset.

2



- There were frequent disruptions in the classroom.
- Children tried to attend to the activity but ultimately a working environment could not be sustained.
- This day left you feeling tired and stressed.

3



- There were some disruptions in the classroom.
- Children who wanted to learn could despite noise and distractions.
- This day left you feeling tired and unsatisfied.

4



- There were few disruptions in the classroom.
- Children were excited but still a bit challenging to manage.
- This day left you feeling tired but satisfied.

5



- The classroom was relaxed and enjoyable overall.
- Children were attentive for the majority of the class.
- This day left you feeling fulfilled and excited to come back the next day.

# Suggestions to Improve Classroom Climate

1

Physical activity can help calm a chaotic classroom.

Try the following with the class:

- Stretching
- Run in place for 90 seconds

Children who are still stressed can take a break in the calming corner.



Have the class try belly breathing:

Sit up straight and put one hand and one on your chest. Breathe through your mouth for four seconds, hold for four seconds, and exhale through your mouth for four seconds.

2

3

Have the class try bumblebee breathing:

Inhale through your nose for four seconds and then release the air with a light buzzing noise.



Have a mindfulness moment:

Focus on a sound you can hear. Does it sound familiar, strange? What are the sounds and smells around it? If they don't want to close their eyes, they can focus on sights too.

4

5

Praise the class for staying on track.

Have a mindfulness moment:

Think about three things you're grateful for today. Why? This exercise will scaffold positive thinking.



# Trauma-Responsive Teaching

**Module:** Well-being

**Method:** Activities related to...

- Social Skills
- Healthy Relationships
- Managing Tough Emotions



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- Lesson Description
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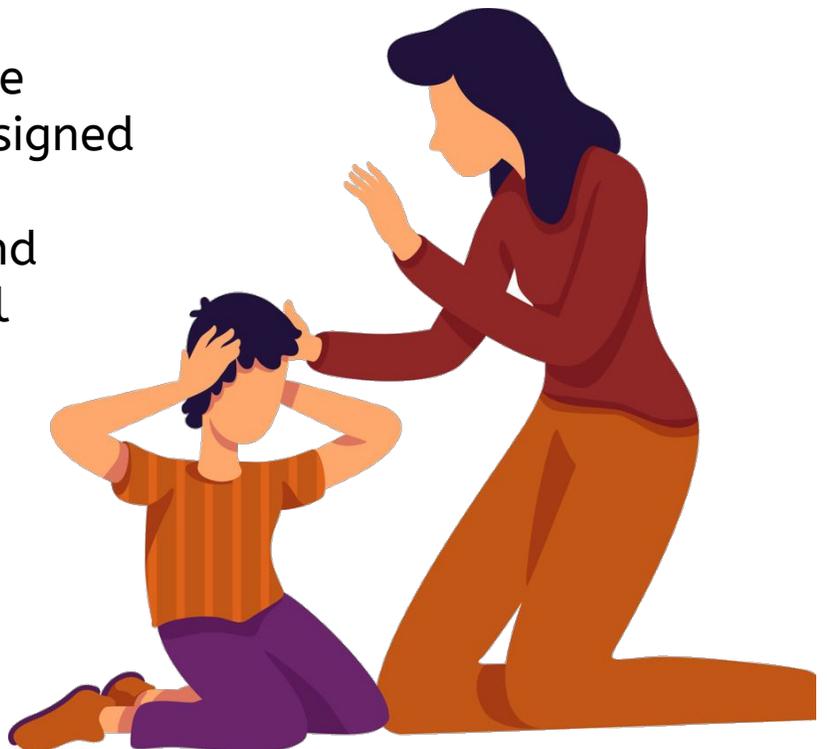
# Training Purpose

**What is “trauma?”** SAMHSA describes individual trauma as resulting from "an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or life threatening and that has lasting adverse effects on the individual’s functioning and mental, physical, social, emotional, or spiritual well-being."

**“Trauma-responsive teaching”** considers how emotional hardship affects children’s behavior and academic performance.

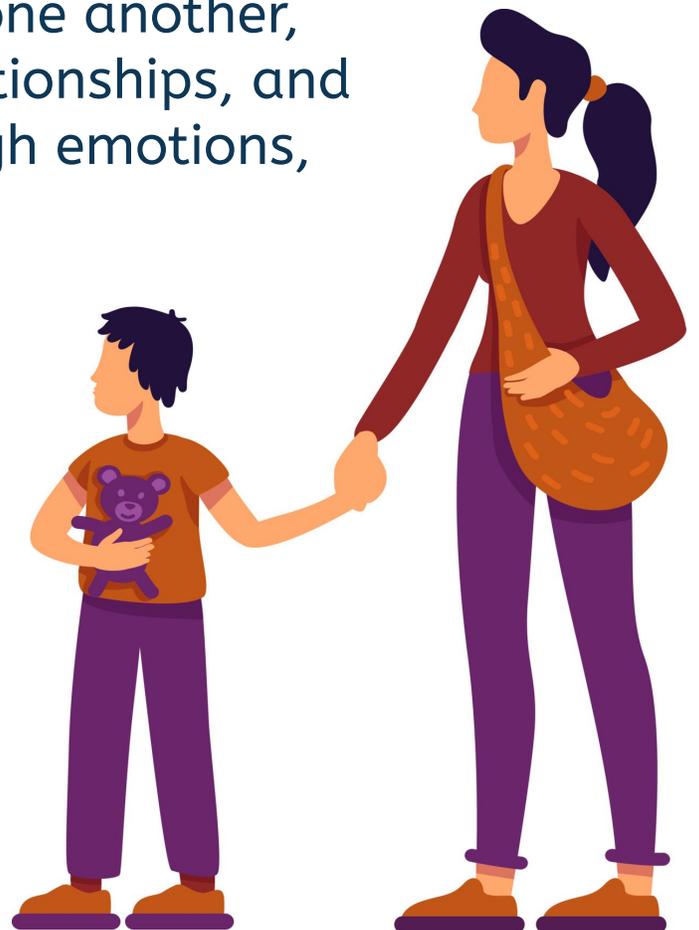
This training guide incorporates over 15 activities to give your children skills for understanding themselves and building relationships.

As an educator, you deserve support. This training is designed to offer you guidance for classroom management and support regarding personal hardship.



# Goals of Trauma-Responsive Teaching

- ***For teachers:***
  - Educators will learn skills to support children through hardship and new ways to manage the classroom.
- ***For children:***
  - Children will learn how to work with and respect one another, build healthy relationships, and work through tough emotions, especially anger.



# What Is a Trauma Trigger?

Although an event may disappear from our memories, the body remembers. Children with early trauma may keep those memories without realizing it, both psychologically and in the body. Physical or emotional sensations can trigger these memories, causing flashbacks, nightmares, or other distressing reactions.

What is a trauma trigger?

- In the brain, the first things that develop are what we need to keep us alive, then the regions that regulate our emotions, then finally those that regulate language. Stress that impacts the limbic system and the brain stem—which keep us alive—will then affect the development of the parts that form later.
- Negative emotions often make experiences event more memorable than positive ones. Information first comes in to the lower, more primitive areas of the brain. This is why associations we have during traumatic experiences can become “trauma triggers,” starting the cascade of trauma triggers in the child.

Fight, flight, or freeze behaviors may look like the following:

## **Fight response:**

- Child yells, screams, curses, kicks, makes threats, destroys property, or uses objects to hit other kids

## **Flight response:**

- Child covers their face with their hands, runs out of the room, hides under tables or chairs, or falls asleep when things are noise

## **Freeze response:**

- Child does not respond to their name, appears tired, withdraws, or stops being able to speak

# Understanding Trauma

Migrant, displaced, and refugee children and their families are at higher risk of experiencing trauma. Therefore, it is critical that we create trauma-responsive environments that support families and help them feel safe, build resilience, and begin to heal.

**If you see signs of trauma, listen and address urgent needs first.**

- Listen. Helping families heal requires that we listen to their stories. Acknowledge each individual experience including the difficulties and strength it took to get them to where they are now. Finally, ask families to tell you what they need and support them if they are feeling overwhelmed and unsure.
- Address urgent needs first. Healing from trauma requires a sense of safety and agency. Family's basic needs such as food, clothing, medical, dental, financial, legal, transportation, and housing are essential to address first. Addressing these needs first reduces stress and builds trust.

**Everyone responds differently to trauma.**

- People present with a range of symptoms and express their trauma and stress in different ways. Age and developmental level also play a role in how trauma is expressed.
- Many people may report physical symptoms such as headaches, stomachaches, body aches, and exhaustion.
- The impact of intergenerational trauma means that even if children have not directly experienced traumatic events, they can be affected by their family members' experiences and storytelling. Biological impacts of trauma can also be passed down genetically.

**Culture affects our ideas about trauma.**

- Perceptions and stigma related to mental health and trauma vary greatly across cultures and should be acknowledged, centered, and honored.
- Provide culturally informed and linguistically sensitive services. This may mean ensuring there are interpreters and cultural brokers available to support families.

# Responsive Strategies

The following selection of free and easy to use strategies have been collected through work with families across the world.

- ***Bearing witness*** means you are present and available to create a safe space for someone to share their experience.
- ***Collaborative problem solving*** can help people regain a sense of control and agency. Instead of solving a problem for someone, try allowing them to participate in clearly articulating the problem and working together to identify a solution.
- ***Observe what is going on in and around you.*** When people are feeling really overwhelmed, pausing, and focusing on what is concrete such as identifying what color the wall is, what their feet feel like on the ground, where their hands are placed, what the textures of their pants or shirt feel like can be grounding and comforting.
- ***Focusing on a task*** such as cleaning or fixing something tangible can often help us feel in control and build resilience.
- ***Identify what is causing a stress response,*** and who is around you is a support. Notice what others are doing that is working for them: What are the knowledge keepers and elders doing? What have other community members done? Who around you can provide support and guidance.

# Classroom Exercises

You can try the following exercises to calm the classroom:

***Breathing*** into the belly instead of the chest calms the nervous system and can be soothing in times of stress.

- Belly breathing: Sit up straight and put one hand on your chest and one on your belly. Breathe through your nose for four seconds, hold for four seconds, and exhale through your mouth for four seconds.
- Bumblebee breathing: Inhale through your nose for four seconds and then release the air with a light buzzing noise.

***Mindfulness*** helps us take a moment to slow down and focus on our surroundings.

- Visualizing a serene location, place, person, or even a word. This technique supports the mind and can help calm the body.
- Focus on a sound you can hear. Does it sound familiar, strange? What are the sounds and smells around it? If they don't want to close their eyes, they can focus on sights too.

***Energy discharging activities*** such as running, dancing, singing, laughing, jumping, stomping, and so forth are great coping strategies that can leave you feeling calm. Try the following with the class:

- Stretching
- Run in place for 90 seconds
- Children who are still stressed can take a break in the calming corner

***Gratitude journaling*** can be a helpful tool. Write down or simply pause to note a few things you are grateful for in the moment. This can help us cope in stressful situations.

# Trauma-Responsive Teaching

Trauma-informed teaching considers how trauma impacts both the child and the teacher. You can weave in skills that work against the consequences of trauma, such as self-compassion, perspective-taking, communication of needs, identification of grief or guilt, and more.

During the activities:

- Recognize how your own emotions and challenges may impact interactions with children. Identifying your own trauma is the start to helping children manage theirs.
- Children may overreact to certain concepts if they remind them of difficult events. Offer them space and support to calm down; this is a normal response to remembering trauma.
- Bring children' voices into the classroom. Let them guide small decisions about how they'll engage with the lessons.
- Ask children questions without judgment or hostility.
- Make it feel normal and natural to talk about challenges they've faced, and offer them appropriate compassion if they choose.



# Vocabulary

*Discuss these words at the beginning of the day. They will be used throughout the lesson.*

- **Social skills:** The ability to communicate with others kindly and politely.
- **Communication:** Making your needs clear to another person.
  - **Informing:** letting someone know what you are going to do.
  - **Demanding:** Telling someone what you want or need.
  - **Requesting:** Asking someone for something.
  - **Active listening:** Showing that you're listening with your face.
- **Community:** The people around you that care for you and you care for.
- **Forgiveness:** Allowing a relationship to heal after you've been hurt.
- **Commonality:** Traits or experiences that two people share.
- **Empathize:** To try to understand how another person feels.
- **Compassion:** Caring for the feelings of another and treating them with kindness.
- **Identify emotions:** Figuring out what you or another person are feeling.

01

# Building Relationships

Nurturing Friendships  
Finding Community



# Nurturing Friendships

## What is a Friendship?

Type	Time	Materials
<b>Discussion</b>	<b>15 minutes</b>	<b>None</b>

### Goal

Define a friend as someone you care for and who cares for you in return. Friends are important to your wellbeing, and though it can be hard, it's possible to make friends in a new place.

### Instructions

- Ask children to think about their immediate families. Have them consider someone in their family who makes them happy and who cares about them.
- Emphasize to children that they should consider how these people make them feel.
- There are many types of relationships: friends, families, teachers.
  - If you feel comfortable, provide personal example (i.e. my brother or sister makes me happy because we like to talk together).
- Ask children to turn to a partner and discuss a person in their family who makes them happy and how they help each other. Is there someone they'd call a friend from their last home? How about now?
- As children are discussing these two topics, listen to what they are saying. Provide feedback about what you heard. If they are having a difficult time thinking about people, consider giving examples from your own life.

# Nurturing Friendships

## Friendship Soup

Type	Time	Materials
<b>Reflection</b>	<b>15 minutes</b>	<b>Paper, pencil</b>

### Goal

Define a friend as someone you care for and who cares for you in return. Friends are important to your wellbeing, and though it can be hard, it's possible to make friends in a new place.

### Instructions

- Ask them how they would describe a friend and provide a few examples of qualities that good friends have.
- They will start by drawing a circle. The “base” of the soup is the most important ingredient in a friendship, and they can add “vegetables” which mean additional qualities.
  - Some examples: kind, honest, trustworthy, silly, likes to play football
- Give the children 10 to 15 minutes to draw and write about which ingredients they would like to add to their friendship soup.
- If children are having a difficult time thinking of ingredients they would like to add to their friendship soup, give them additional examples or have them think through what makes them a good friend.
- Remind children that their friendship soup may look different from other children's, and that's okay! After the activity is complete, allow children to share which ingredients they chose and why with the class or a partner.

# Finding Community

## Establishing Commonality

Type	Time	Materials
<b>Discussion</b>	<b>15 minutes</b>	<b>Paper, pencil</b>

### Goal

Define establishing commonality as the process of finding similar traits and experiences with another person. This is an important part of making friends. We all have something in common, no matter how different we think we are.

### Instructions

- Explain to children that they will be filling out a handout and observing what they find similar between them and their classmates. These similarities can be as simple as having the same color eyes or being in the same class together etc.
- On the backside of the handout, have them write anything unique/special about themselves. This could also be anything at all.
- Give a few minutes to allow children to look around the room and come up with responses to their observations.
- Then allow for a few minutes for children to think about their answers.
- If children are struggling with coming up with observations and ideas, point out things you have noticed about them that makes them unique. This is a great opportunity to tell the children what makes them so amazing, since they all have something special about them.

# Finding Community

## Establishing Commonality

Part 1: Draw a picture of you and your family.

What makes your family **unique and special**?

Look at your partner's drawing.  
What do your families have in common?

# Finding Community

## Making Music as a Team

Type	Time	Materials
<b>Creation</b>	<b>20 minutes</b>	<b>None</b>

### Goal

Define teamwork as two or more people working together to create something new or accomplish a goal. Today, the children will be making a song as a team. It's important that everyone participates so that the experience can truly be the result of something everyone worked together on.

### Instructions

- They can use mouth noises, hums, or if they're uncomfortable with that, they can use classroom materials to make interesting sounds or beats. Encourage them to be as creative as they like.
  - Stress the importance of listening not only to the people next to them, but to the entire group, so that their noise mixes with the group song.
- To explain, ask for two volunteers.
  - Ask one child to begin clapping on a simple beat (you can count off "one, two, three, four" to help), and model active listening by voicing your thoughts as you think of how to add onto it.
  - Because this child is clapping on that beat, you can make a new sound to match, and model humming different notes on each beat.
- Set the children up in a circle and join them. Begin the song yourself with your own humming or beat and let each child add onto the last as they go around the circle. If they lose the beat, allow them time to figure it out and jump back in.
- Afterwards, ask: What teamwork strategies did you use to create this song? Did anyone want to make a certain noise and found that someone took it first? What strategies did you use then? What can we learn about working in teams from this?
- You have to practice teamwork - so, much like with music, not being good at it immediately is okay.

# 02

## Managing Tough Emotions



# Managing Tough Emotions

## Asking for Help

Type	Time	Materials
<b>Reflection</b>	<b>20 minutes</b>	<b>Paper, pencils</b>

### Goal

Asking for help is an important part of staying well. Friendships and communities are built on helping one another. We all need help sometimes, and there's no reason to feel ashamed if you ask. It's important to offer help as often as you ask for it.

### Instructions

- Have the children write down or draw a time when they needed help.
- Use the questions provided below to have the children answer...
  - When was the last time you needed help?
  - What did you need help with?
  - Who helped you?
  - How did you feel after you got the help?
- Once the children finish with their writing now have them think of a time that they helped another person.
- Have them answer the following questions below...
  - Who did you help?
  - What did you help them with?
  - How did you feel after you helped them?
- Sharing their stories is optional so remind the children that do not have to share. If any child would like to share what they wrote please allow them to do so.
- When they are finished telling their story give positive feedback like "that was so helpful of you!"

# Managing Tough Emotions

## Empathizing with Hurt

Type	Time	Materials
Reflection	20 minutes	Paper, pencils

### Goal

Empathy is the ability to understand how another person is feeling. When someone is hurt, it's important to have empathy for them so you can respond with kindness.

### Instructions

- Explain that today the children will be drawing or journaling about what it feels like when someone sticks up for them or how they feel when they stand up for someone else.
- Before beginning the activity, tell the children how you feel when someone sticks up for you, and how you feel when you stick up for someone.
  - Explain to them why it's important to stick up for other people and help when you see someone being mean to them.
- Tell them to think of a specific situation that happened, and draw or write about it, emphasizing how they felt in that moment.
- If a child does not understand why standing up for someone is important, explain to them that bullies try to pick on the people who are alone because it is easier to intimidate one person as opposed to a group of people.
- Being mean to others prevents you from making friends, and you may end up feeling lonely and sad. Having friends and a community is important for everyone's wellbeing.

# Managing Tough Emotions

## Identifying Anger

Type	Time	Materials
Reflection	20 minutes	Paper, pencils

### Goal

Define anger as a secondary emotion: underneath anger is always another feeling, often sadness or fear. Children will learn to identify stressors in their lives and moments when feelings of stress or fear show themselves as anger.

### Instructions

- The purpose of this activity is to help children identify anger in themselves. Before starting, it may help to review how we recognize or learn to recognize anger in others. We may recognize anger as:
  - *When someone is yelling*
  - *When someone shakes their fist*
  - *When someone's face turns red*
- The children will draw things that make them upset and then draw how they feel when they're upset. Review the examples below before they start.

Suggestions for "what makes me upset" drawing

- *One person yelling at another*
- *One person taking another's possession (pencil, doll, etc.)*

Suggestions for "how I feel when I'm upset" drawing

- *Faces that display sadness or anger*

Examples for feeling overwhelmed, stressed, and scared:

- *When I hear something loud, I feel overwhelmed. When I'm overwhelmed I close my eyes and cover my ears.*
  - *When I think someone is mad at me, I feel stressed. When I feel stressed I tap my foot.*
  - *Meeting new friends makes me feel scared. My hands get cold and sweaty when I'm scared.*
- Have children can share their responses with a partner, in small groups, or as a class if they feel comfortable. Ask them to look out for common answers.

# Managing Tough Emotions

## Identifying Anger Handout

What makes me upset (general) and what makes me frustrated, overwhelmed, stressed and scared (specific)...

- *Leaving my home and my friends makes me **upset**. I felt **scared** when I didn't know where I was going next.*

How I feel and act when I'm upset...

- *When I'm told to do something I don't want to, it makes me feel frustrated and I don't want to talk to anyone.*



# Managing Tough Emotions

## Expressing Anger

Type	Time	Materials
Reflection	20 minutes	Paper, pencils

### Goal

Anger gets worse when it's built up over time; it's important to express anger in healthy ways. Children will learn to differentiate between constructive and destructive ways of expressing anger, learn what behavior is encouraged and discouraged, and practice more positive ways to deal with negative impulses. This activity allows children to think critically about anger-provoking situations and analyze various responses and their consequences.

### Instructions

- Walk children through the handout. They can respond with writing or illustrating, whichever helps them remember better ways of dealing with their anger.
- Review the first prompt as a class. The second part of each question, coming up with an alternative way for the child to handle their anger requires more thought. Consider asking children to voice their suggestions before providing the example answer.

Example Answer for Question 1:

*Aliyah's response is more positive than Marcel's because Marcel's angry response resulted in destroying her drawing. Next time, I would advise Marcel to ask her how she made her drawing.*

- Afterwards, review their answers or illustrations for the worksheet. Different answers aren't anticipated for identifying the more positive responses.
- It may be helpful to ask individuals/groups that chose differently for their reasoning.

# Managing Tough Emotions

## Expressing Anger Handout

**Instructions:** Read the following scenarios. Circle the response you think is more positive and illustrate it in the provided squares.

**Marcel and Aliyah are both upset with their drawings. Their frustration makes them both feel restless.**

1. Marcel releases the tension by tearing up her paper.
2. Aliyah takes out a new sheet and draws until she feels better.

What would be an alternative way for \_\_\_\_\_ to handle their anger?

**Omar and Aisha are both upset when they feel like their friends are leaving them out. This makes them both feel sad and ashamed.**

1. Omar tells his friend “I feel left out when you don’t ask me to play with you.”
2. Aisha yells at his friend “you’re a bad friend” and then refuses to talk to him.

What would be an alternative way for \_\_\_\_\_ to handle their anger?

**Abdul and Layla are both upset about an older kid who says rude things to them. Mikey writes down every rude thing he would say to the older kid in his journal. He shares it with a friend who helps him laugh about it.**

1. Layla writes down every rude thing he wants to say to the older child in a letter which he then gives to them.

What would be an alternative way for \_\_\_\_\_ to handle their anger?

# Managing Tough Emotions

## Anger Management Plan

Type	Time	Materials
Reflection	20 minutes	Paper, pencils

### Goal

When we're angry, we tend to make bad decisions and risk hurting people we care about. Creating an anger management plan can help us make good decisions even when we're upset. Managing anger does not mean pretending we aren't angry, it just means making sure we still act with kindness.

### Instructions

- With this handout, children will be making individual goals about how they handle anger and upsetting emotions and situations.

Situations that children could make a plan for include:

- *When a parent denies their wishes*
- *When they get into a fight with a sibling or friend*
- *When they have to do something they don't want to*
- *When they have to stop doing something they like doing*

- If children are struggling, the first box can be used as an example or to make a class goal.
  - A few examples may be responding to doing less fun activities, not getting a snack, or being scolded as a class

*Example:*

*When the break is over, I feel upset and my cheeks feel warm .*

*In the past, I've yelled to show my anger when this happens.*

*In future, I'd like to take a break instead of yelling when this happens.*

- Children can partner up to share their goals and make suggestions
- Ask: Are there any ways you wish a sibling/parent/peer would handle their frustration towards you differently?

# Managing Tough Emotions

## Anger Management Plan Handout

Reflect on the following questions:

- What are some events that upset you?
- How did that anger make you feel?
- How have you responded in the past?
- How would you like to respond in the future?

When \_\_\_\_\_ happens, I feel \_\_\_\_\_ and \_\_\_\_\_ .  
In the past, I've \_\_\_\_\_ when this happens.  
In future, I'd like to \_\_\_\_\_ when this happens.



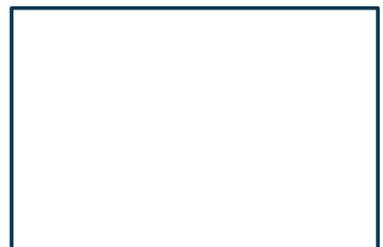
When \_\_\_\_\_ happens, I feel \_\_\_\_\_ and \_\_\_\_\_ .  
In the past, I've \_\_\_\_\_ when this happens.  
In future, I'd like to \_\_\_\_\_ when this happens.



When \_\_\_\_\_ happens, I feel \_\_\_\_\_ and \_\_\_\_\_ .  
In the past, I've \_\_\_\_\_ when this happens.  
In future, I'd like to \_\_\_\_\_ when this happens.



When \_\_\_\_\_ happens, I feel \_\_\_\_\_ and \_\_\_\_\_ .  
In the past, I've \_\_\_\_\_ when this happens.  
In future, I'd like to \_\_\_\_\_ when this happens.



# 03

## Social Skills

Communication Skills

Dealing with Conflict



# Communication Skills

## Storytelling

Type	Time	Materials
<b>Discussion</b>	<b>15 minutes</b>	<b>None</b>

### Goals

1. Children will share stories about their lives, which will teach them to reflect on their experience and feel heard by others.
2. While listening, children will practice “unspoken” communication skills (like making eye contact, not interrupting the other person while they’re talking, active listening, and more.)

### Instructions

- This will be the first activity, and should be done at the beginning of every day that you do the Trauma Informed Activities.
- Ask one child to share a story about what made them happy yesterday with the class.
  - You can practice active listening with them by making direct eye contact, nodding your head as they speak, and asking questions about their story.
- Pair children together to practice social communication skills with. Instruct them to take turns being the speaker and the listener.
  - The speaker should utilize the communication skills they learned: eye contact, not interrupting, and listening.
- Have them switch roles after 5 minutes.
- Feedback: If children are not listening when it is their turn to speak, remind them about taking turns during discussion, and that they can share soon when their partner has finished sharing.

# Communication Skills

## Using Language

Type	Time	Materials
Handout	15 minutes	None

### Goal

Children will learn the different ways to use language (informing, demanding, and requesting), which can help them effectively communicate their needs to others.

### Instructions

- Explain that being careful with language is an important part of communication, like saying “hello” or “goodbye” when you meet or leave someone.
- Review different ways of using language (informing, demanding, and requesting) using the following examples:
- Informing- letting someone know what you are going to do.
  - Example: “I am going to go walk outside.”
- Demanding- telling someone what you want or need.
  - Example: “Give me a pencil so I can write that down.”
- Requesting- asking someone for something.
  - Example: “Do you want to play with me?”
- Walk through the handout with the class.
- Review the worksheet together as a class, encouraging child engagement and reflection when possible.

# Communication Skills

## Using Language Handout

We can use language in a lot of different ways. When we need something, 3 of the main ways to communicate those needs are to **inform**, to **demand** and to **request**.

- a. **Requesting**- asking someone for something.  
Example: “Do you want to play with me?”
- b. **Informing**- letting someone know something or telling someone what you are going to do.  
Example: “I am going to go walk outside.”
- c. **Demanding**- telling someone what you want or need.  
Example: “Give me a pencil.”

*Match the correct type of language to each example by writing the corresponding letter in each blank.*

- |  |               |
|--|---------------|
| 1. I am going to go get water._____      | a. Requesting |
| 2. Give me the cup so I can drink._____  | b. Informing  |
| 3. Can you please give me the ball?_____ | c. Demanding  |

# Dealing with Conflict

## Talking Circle

Type	Time	Materials
Discussion	20 minutes	Talking stick

### Goals

1. This activity allows children to sit in a talking circle, which is a safe, compassionate space for children to share and listen to one another.
2. Having this closed circle helps children feel comfortable reflecting on their hardship, builds their listening skills, and exposes them to other perspectives.

### Instructions

- Define the Talking Circle as a time where everyone sits in a circle and both talks about and listens to difficult feelings and experiences.
- Put the children in a circle and explain:
  - Show them that you will start with the talking stick (or object), and then you will pass it to a child, then have them practice passing it to the person sitting next to them.
  - The object needs to be passed to everyone before discussion can move on.
  - Important: Only the child with the talking stick is allowed to speak. Everyone without it needs to listen. They can pass on the stick if it's their turn but they don't want to speak.
- Think of an imaginary conflict that could happen in the classroom. After all the kids are seated, go over the imagined conflict.
  - Example: One child took a toy from another one without asking
- Each question below represents one round, where everyone has held the talking stick once:
  - How did the story make you feel?
  - What should've been done instead?
  - What can everyone do now to help the situation?
- As the teacher, use your turn with the stick to give guidance on ways that they should respond to the imaginary conflict.
- Feedback: Some children may struggle with telling their story, and start crying, walk out of the room, or be unable to speak. Help them feel comfortable by reminding them that this is a difficult activity, and they can take their time, or take a break if needed.

# Dealing with Conflict

## Apologies

Type	Time	Materials
Reflection	20 minutes	Pencils

### Goals

1. Children will learn about the importance of apologies and how to form good apologies. This is important for repairing relationships when they've been harmed.

### Instructions

- Explain that when we cause harm to other people, even if we aren't sure how, it's important to apologize for the relationship. Apologies are an important part of healing after hurt.
- Tell them that today, they will be reflecting on a time that they hurt someone else's feelings and how it made that person feel.
- Walk them through the chart that they will be filling out and explain that they will draw four drawings; one drawing in each box to demonstrate that action.
- Provide positive and encouraging feedback as well as asking probing questions to prompt them to further explain. For example, ask them why they think the person felt the way they did.

**A good apology consists of all four sections. For example:**

- (1) I imagine it made you feel disrespected when I took your ball.
- (2) I am sorry, it wasn't nice to take it.
- (3) You can have the ball back, and
- (4) I won't ever take your ball again.

# Dealing with Conflict

## Apologies

<p>1. How I hurt someone's feelings...</p>	<p>2. How the person felt...</p>
<p>3. How I'll make it better...</p>	<p>4. What I can do better next time...</p>

# Dealing with Conflict

## Forgiveness Superhero

Type	Time	Materials
Discussion	15 minutes	Paper, pencils

### Goals

1. This activity will act as a guide to learn what the children need help with in understanding forgiveness.
2. Children will learn how it can be difficult to forgive after an apology, but it is also an important part of repairing relationships.

### Instructions

- Begin the activity by showing the handout provided for children to read the question, or read aloud to the children in order for them to listen to and answer in their journals.
- **Draw:** Take a few minutes to think of someone who you would consider your “Forgiveness Superhero.” Picture them in your head and draw them out.
- **Journal:** Why is this superhero so good at forgiving? Give examples of what the superhero does that shows good things about forgiveness.
- **Discuss:** Take the rest of the time to discuss the people you drew as a class.

## Additional Ideas

### Creating Your Own Activities

- You can always have children **write or draw about a particular feeling**. This helps them express their emotions and process difficult experiences.
- They will benefit from any **game or goal that has them work as a team** to create something.
- **Encourage children to share about their past experiences in pairs**. This will help them reflect, form friendships, and will remind them that they aren't alone in their hardship.

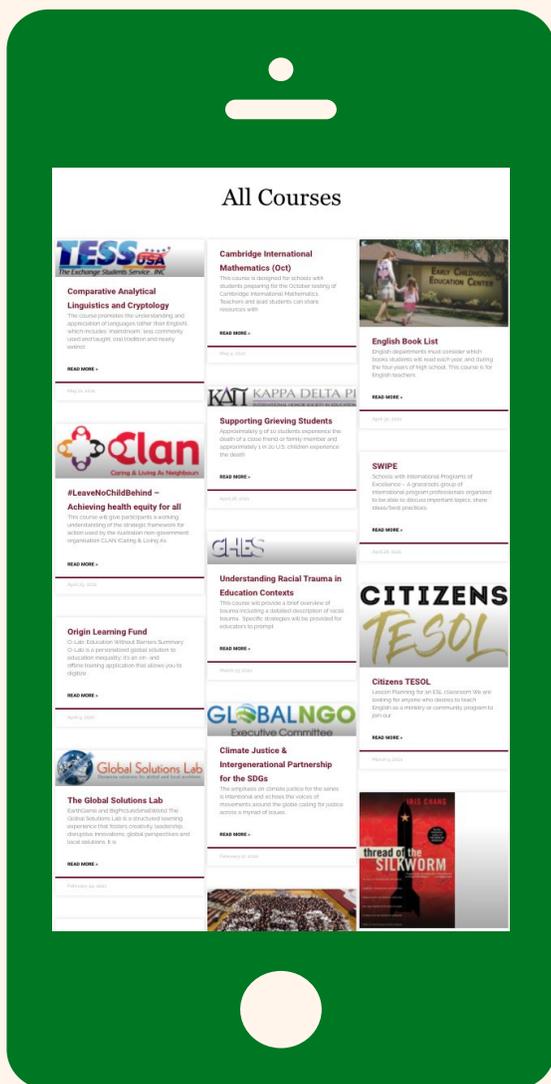
# Accessing Curriculum

## The Global Community Learning Network is a Partnership between the Education For All Coalition and Resilience, Inc.

Materials are accessible through the [Innovations Academy](#), with their Virtual Courses On Demand.

### Without internet

- Teach For Nepal published [this post](#) on how they used messaging to communicate, deliver instruction, and provoke discussions with learners.
- Use [Twitter to broadcast messages](#) to parents through SMS.
- Use the [Twilio](#) tool for broadcasting information to parents.
- Use a tool like [TalkingPoints](#) if you find that you need messages translated into a different language.
- [Here are some ways](#) to broadcast SMS from a Google Sheet or spreadsheet
- Paper/packets/physical materials distributed alongside meals
- Accessing google materials offline
- Flash drives full of content



# Trauma-Responsive Teaching

## Discussion: Today's Class

Talk with a partner or in a group of three. Look at the Activities for Building Relationships.

Think about your class.

- Can you think of some difficulties you might have in teaching a lesson like this? (For example, students are too young, etc.) Write them down in your workbook. Discuss them with your partner.

Look at the difficulties you have written down.

- Discuss some alternatives or solutions to the problems. Is there a way to adapt the lesson while maintaining the lesson objective?
- Write down the ideas you have discussed.

Repeat this process for Managing Tough Emotions and Social Skills.



# Foundational Literacy

## Purpose

**Literacy is one of the most vital skills that children can learn in early childhood and has the power to shape their futures.**

*Goals of Foundational Literacy:*

- **Educators** will teach young children literacy and numeracy through games and interactive activities.
- **Children** will learn the alphabet and counting, which are essential to their cognitive development and long-term academic and professional outcomes.

## Overview

**Literacy and numeracy is the ability to read and write, and numeracy as the ability to count, add, subtract, and divide, which is learned from the ages of 6-8 years.**

*While teaching:*

- Understand that these skills are vital for them to progress in school, make good decisions, and get jobs later in life.
- Recognize that while children should develop these skills around ages 6-8, many may be behind. It is never too late to learn.
- You may find that children understand math and language concepts better when they're taught in an interactive way, as seen in this lesson. Consider ways to incorporate alternative teaching methods.
- Children do not learn well through shame. Make sure that you encourage students, even when they're struggling.

**Lesson Plans: *Foundational Literacy, Foundational Numeracy, and Extra Activities***



# Foundational Literacy and Numeracy

Day 5

Summary	
<p><b>Description:</b> Literacy and numeracy is the ability to read and write, and numeracy as the ability to count, add, subtract, and divide, which is learned from the ages of 6-8 years. Literacy is one of the most vital skills that children can learn in early childhood and has the power to shape their futures. These interactive activities build foundational literacy and numeracy, scaffold early childhood development, and encourage language development. The program incorporates games and skills that can be practiced anywhere, across a variety of educational settings.</p>	<p><b>Key Programmatic Components:</b></p> <ul style="list-style-type: none"> <li>Two lessons with six activities each: Foundational Literacy, Foundational Numeracy</li> </ul>

Ages	Settings	Duration
4-8	Classroom, outdoors	1 day

Program Goals	
<p><b>Knowledge &amp; Skill Development:</b></p> <ul style="list-style-type: none"> <li>Foundational Literacy: Complete mastery over the language alphabets, basic understanding of phonics; the ability to connect sounds to written language, and early reading skills</li> <li>Foundational Numeracy: Complete mastery over integer counting and the number line, basic understanding of comparative math concepts and arithmetic</li> </ul>	<p><b>Program Objectives:</b></p> <ul style="list-style-type: none"> <li>To introduce new strategies for teaching language and math skills that will improve student engagement and overall classroom health.</li> <li>To engage children who have struggled with foundational skills previously, or are significantly behind grade-level standards.</li> <li>To provide an opportunity to peer mentorship for children who have already mastered foundational skills.</li> </ul>

Teaching Considerations
<p><b>Adaptation/Contextualization Considerations:</b></p> <ul style="list-style-type: none"> <li>Children with a wide range of proficiencies may be taught in the same classroom. Structures have to accommodate this range. It may be necessary to offer smaller groups depending on classroom size.</li> </ul> <p><b>While teaching:</b></p> <ul style="list-style-type: none"> <li>Understand that these skills are vital for them to progress in school, make good decisions, and get jobs later.</li> <li>Recognize that while children should develop these skills around ages 6-8, many may be behind. These setbacks can be adjusted with care and effective teaching strategies.</li> <li>Children may overreact to certain concepts if they remind them of difficult events. Offer them space and support to calm down; this is a normal response to remembering trauma.</li> <li>Bring children's voices into the classroom. Let them guide small decisions about how to engage with the lesson.</li> <li>Ask children questions without judgment or hostility. Make it feel normal and natural to talk about challenges they've faced, and be compassionate.</li> </ul>

# Foundational Literacy

Module: Foundational Literacy

## Methods:

- Make Some Noise
- Scramble
- Food Alphabet
- Disappearing Letters
- Sound Box
- Jump On It



**EDUCATION**  
FOR ALL COALITION

# Description and Objectives

Literacy is one of the most vital skills that children can learn in early childhood that can shape the way they interact with others and the world.

This lesson strives to help children develop an awareness of phonemes, phonics, vocabulary, and comprehension. As children develop an understanding they can become confident in reading and comprehension.

- Children will learn to explore speech and language to gain a better understanding of the world around them.
- Children can learn to recognize patterns in speech such as sounds and letters.
- Children can learn to link letters to their respective pronunciations.

# Vocabulary

- **Literacy**: the skill of reading, writing, listening, and speaking so that it's easier to understand others and the world.
- **Fluency**: communicating in a way that is natural and effortless.
- **Phonics**: matching a letter or group of letters with the sounds they make.



# Activity 1 - Make Some Noise

Type	Time	Materials
<b>Interactive</b>	<b>20 Minutes</b>	Teachers can make their own noises. Also any item that children can identify through noise can be used.

## Goals

This activity is designed to develop oral language skills, comprehension, and encourage your children to focus on listening while working on expanding their vocabulary. This is a good activity for absolute beginners who are still just learning the alphabet, such as kindergarten or remedial students in Grade 1 or 2.

## Instructions

- Gather objects that make recognisable noises, that children are familiar with.
- Once the objects have been gathered or you have decided to make your own noises. Have the children close their eyes while you make the noise.
- Direct them to listen closely to what they hear.
- Have them open their eyes then encourage them to try to identify the noise using phrases or sentences if they are able.
- As they develop their listening skills you can incorporate more than one noise at a time for them to identify.



# Activity 2 - Scramble

Type	Time	Materials
<b>Play</b>	<b>35 minutes</b>	<b>None</b>

## Goals

This activity will help children link previous sounds that they have heard before into words that they know. It will help build spelling skills and problem-solving skills while encouraging teamwork. It is best for children who have already learning the alphabet and can spell some words, especially Grades 1 and 2.

## Instructions

- Split the class into two groups then assign each child their letter.
- One group will be seated with their eyes closed while the other group will select a few children based on their letters to form a word.
- The children with their eyes closed will not be aware of what other letters were picked. They will have to work as a team to “unscramble” themselves to uncover the word the other team has picked.
- After they have uncovered their word the other team will assume their role to uncover their word.

# Activity 3 - Food Alphabet

Type	Time	Materials
<b>Interactive</b>	<b>20 Minutes</b>	<b>None</b>

## Goals

This activity is designed to assist children in the recognition of their alphabet, and the associated sounds that they produce. In doing so it can assist children with word recognition and pronunciation. It is best for early childhood education through kindergarten, or remedial Grades 1 or 2.

## Instructions

- As children are learning the associated sounds that come with each letter, remind them of the meaning of phonics.
- Have your children focus on a few letters a week (2-3) that don't have similar appearances or sounds.
- Have them sound out the letters. With each letter have them list out any food items they know that start with that same sound.



# Activity 4 - Disappearing Letters

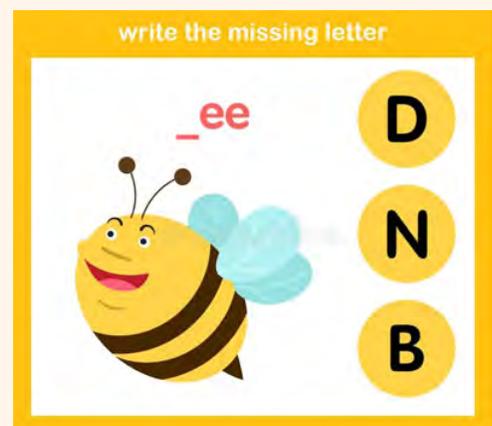
Type	Time	Materials
Interactive	30 Minutes	Sticks and a patch of dirt

## Goals

This activity can help children connect previous knowledge of phonics to word formations. In doing so it can help children exercise their understanding of language. It is best for children in late kindergarten through Grade 2, and remedial Grade 3.

## Instructions

- Pick a word for children that can have multiple letter substitutions.
  - Example: cat, hat, mat, and bat
- Erase one letter in the word you have chosen, and have the child find another letter that could fit there.
- Make sure to pronounce each word with your children so they recognize sound patterns.



# Activity 6 - Jump on it

Type	Time	Materials
Interactive	20 Minutes	Sticks and a patch of dirt

## Goals

This activity is designed to aid children in the application of previous teachings in phonics, phonemes, and vocabulary. In doing so it can assist children in their reading comprehension.

## Instructions

- Pick a few words that you want your children to learn for the week.
- Using either chalk or rocks. Draw hopscotch squares with letters inside.
- Call out the word and have your children hop through the squares to spell the word.



# Foundational Literacy

## Discussion: Today's Class

Talk with a partner or in a group of three. Look at Lesson Activity 1: Make Some Noise.

Think about your class.

- Can you think of some difficulties you might have in teaching a lesson like this? (For example, students are too young, etc.) Write them down in your workbook. Discuss them with your partner.

Look at the difficulties you have written down.

- Discuss some alternatives or solutions to the problems. Is there a way to adapt the lesson while maintaining the lesson objective?
- Write down the ideas you have discussed.

Repeat this process for the rest of the Activities.



# Foundational Numeracy

Module: Foundational Skills

## Methods:

- (1 2 3) What do you see?
- Number Line
- Rock Hunt
- Number Maze



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# Lesson Description

Numeracy is a key foundational aspect of early childhood development and learning. It is how we understand numerical concepts.

This lesson strives to help children develop number sense, which will assist in everyday activities such as counting, number recognition, addition/subtraction, and problem-solving.

In learning numeracy, children can develop reasoning skills to make daily life decisions.

- Children can learn to recognize number patterns and understand number relationships.
- Children can learn to identify and discriminate between numbers.
- Children can learn to solve addition, subtraction, and word problems.

# Vocabulary

- **Numeracy**: the skill of understanding how numbers work and then applying it.
- **Number**: a unit that measures how much of an item there is.
- **Count**: naming numbers in a group one by one.
- **Add**: Combining two numbers to get one number.
  - **Plus**: A symbol that shows addition.
  - **More than**: When one number is larger than the other it is more than the other.
- **Subtract**: Taking away one number from another.
  - **Minus**: A symbol that shows subtraction.
  - **Less than**: When one number is smaller than the other it is less than.



# Activity 1 - 1, 2, 3 What do you see?

Type	Time	Materials
Exploration	30 Minutes	None

## Goals

- Help children with number discrimination and comparison.
- It can also help children with spatial awareness, which can help develop problem-solving skills.

## Instructions

- Remind children of the definition of less than: When one number is smaller than the other it is less than.
  - As well and more than: When one number is larger than the other it is more than the other.
- After you have gone over these definitions. Have your children stand up and space out.
- Tell the children to take a look around them, and think about what they see.
- Start the activity with the statement “1 2 3 What do you see?”
  - First starting with numbers, mention what you see. “I see one book” “I see five children”
- Then call on a child to mention what they can count. Have them call on another child and ask them “1 2 3 What do you see?”
- After you have done this a few times. Have them move into comparing quantities, and sizes
  - “1 2 3 What do you see?” “I see 10 children” Is there something smaller than 10? I see 1 teacher
  - I see a desk. . . Do you see something bigger? I see a board.

# Activity 2 - Number Line

Type	Time	Materials
Exploration	20 minutes	Sticks/Rocks

## Goals

This activity helps children (1) identify and discriminate between numbers, (2) visualize number order and practice counting, and (3) assist in solving addition and subtraction problems.

## Instructions - Part 1

- Remind children of the definition of number: a unit that measures how much of an item there is.
  - As well as the definitions of count: naming numbers in a group one by one.
  - Add: Combining two numbers to get one number.
  - Subtract: Taking away one number from another.
- Start with making a number line with either rocks on a hard surface or sticks on a patch of dirt. Start with a few numbers that the whole class can recite.
- Have children say each number aloud. Then say a number out loud and have children walk to that number. When children become more advanced you can add more numbers to the number line.
- As the children become comfortable you can have them perform more tasks such as standing at the number after or before the one you have said. Or erase some numbers from the number line, and have the children stand where the number should be.

# Activity 2 - Number Line Continued

## Instructions - Part 2

- After you feel the children are proficient in identifying numbers and their order. You can move on to addition and subtraction using the number line.
- You can work in groups or have one child use the number line.
- Have them stand at one number on the line. Then have them add or subtract from that number.
- Demonstrate how this will work for your children.
  - If find it difficult, walk the number line with them after each problem until comfortable.



# Activity 3 - Rock Hunt

Type	Time	Materials
Exploration	30 Minutes	Rocks

## Goals

This activity is designed to help children with addition and subtraction problems. It also helps children with sorting skills that can aid in critical thinking needed in advanced math skills.

## Instructions

- Lead the children out to find some rocks around the area.
- First, have them find rocks that are similar.
  - This can be by shape, color, or size.
- As the children are collecting rocks, have them sort them.
- After they have sorted their rocks, talk about the similarities and differences.
- Try using the rocks to practice addition and subtraction.
- Give each child the same amount of rocks, and have them identify how many they have.
- Then ask them addition and subtraction questions
  - “If I take two rocks away how many would you have?”
  - “If I give you four rocks how many would you have?”



# Additional Ideas

## Purpose

As you explore the module activities with children, you will find that some children need more time or help. These additional activities can be used for an individual or the entire class.

## Activity: Number Book

- Using paper and pencils, create a number book of your own that will include the numbers 1-10.
- With each number, include a drawing that will represent it.
  - Examples:
    - Number two: draw two apples
    - Number seven: draw your family
- After you have completed your number book. Gather your children, and show them your number book.
- Have them create their number book. Drawing 2-3 pages at a time.
- After they have made their drawing, have them say the numbers aloud and show their pictures.

# Additional Ideas

## Activity: Sort With Me

- Instruct children to take a look around the class, and see if they can identify any items that are similar or different.
  - This can be in color, size, or shape
- When they have identified some items. Call on a child to tell the class what they have found.
- After talking about similarities and differences. Break the class into groups.
- Assign each group a similarity or difference you want them to find.
  - Color, size, shape
- Instruct each group to walk around and gather their items and sort them based on their assigned group.

# Social-Emotional Learning

## Purpose

*Goals of Social-Emotional Learning:*

- **Educators** will teach children interpersonal skills that make the classroom more manageable and help them learn more effectively.
- **Children** will learn how to manage their emotions, identify their strengths, and foster friendships and cooperation.

## Overview

**Social-emotional learning is the skillset that helps children build healthy relationships and cope with hardship.**

*While teaching:*

- Understand that these children have likely been through enormous trauma, and that their trauma may slow their development of social skills and emotional regulation.
- As a result, you may find that many children become upset quickly, have trouble calming themselves down, and struggle to make friends and share.
- Recognize that what they need most is compassion and kindness. Over time, they will learn social-emotional skills, but they need to trust you first. Kindness leads to trust.
- Appreciate their strength and resilience, but also know that they're likely hiding how much their difficulties affect them. Children, however strong they seem, are deeply vulnerable.

**Lesson Plans: *Adjusting to Your Host Country, Bringing Together Your Past and Future, Identifying Your Strengths, Overall Well-being, and Striving for Resilience***



# Social Emotional Learning

Days 6, 7, 8, and 9

Summary	
<p><b>Description:</b> Social-emotional learning is the skill set that helps children build healthy relationships and cope with hardship.</p>	<p><b>Key Programmatic Components:</b></p> <ul style="list-style-type: none"> <li>• Five lesson plans, with six activities each: Adjusting to Your Host Country, Bringing Together Your Past and Future, Identifying Your Strengths, Overall Well-being, and Striving for Resilience</li> <li>• Student Goal-Setting Chart</li> </ul>

Ages	Settings	Duration
4-8	Classroom, outdoors	Days 2-3

Program Objectives	
<p><b>Knowledge &amp; Skill Development in SEL Constructs:</b></p> <ul style="list-style-type: none"> <li>• <i>Cognitive Regulation:</i> routine-building; adjusting to host country</li> <li>• <i>Emotional Processes:</i> emotional awareness and openness; ability to ask for help</li> <li>• <i>Interpersonal Processes:</i> community-mindedness; building friendships; apologies, forgiveness, and repairing harm</li> <li>• <i>Identity/Self-image:</i> identification of strengths; future-building; self-narrative</li> <li>• <i>Perspectives:</i> reconciling past and present conditions; perspective-taking</li> </ul>	<p><b>Program Objectives:</b> Educators will teach interpersonal skills that make the classroom more manageable and help them learn.</p> <ul style="list-style-type: none"> <li>• To help address children’s emotional needs, which improves personal, cognitive, and professional outcomes.</li> <li>• To mitigate obstacles to learning, particularly trauma and academic neglect.</li> </ul> <p>Children will learn how to manage their emotions, identify their strengths, and foster friendships and cooperation.</p>

Teaching Considerations
<p><b>Adaptation/Contextualization Considerations:</b></p> <ul style="list-style-type: none"> <li>• Children all have different backgrounds, hardships, social-emotional skills, and therefore needs. They may respond in unexpected ways to these activities; educators need resources that can build capacity to respond.</li> <li>• If trauma surfaces and goes unaddressed, this may “reopen” past emotional wounds, and exacerbate harm.</li> </ul> <p><b>While teaching:</b></p> <ul style="list-style-type: none"> <li>• Understand that these children have likely been through enormous trauma, and that their trauma may slow their development of social skills and emotional regulation. As a result, you may find that many children become upset quickly, have trouble calming themselves down, and struggle to make friends and share. Appreciate their strength and resilience, but also know that they're likely hiding how much their difficulties affect them. Children, however strong they seem, are deeply vulnerable.</li> <li>• Recognize that what they need most is compassion and kindness. Over time, they will learn social-emotional skills, but they need to trust you first. Kindness leads to trust.</li> </ul>

# Social-Emotional Learning

## Overview

Social Emotional Learning is a process whereby people acquire and apply knowledge, skills and attitudes to:

- Develop healthy identities
- Manage emotions
- Achieve goals
- Establish and maintain relationships
- Make caring decisions

The objectives of SEL activities is to encourage the development of social skills and self-management in students.

SEL isn't an academic school subject, therapy, or psychological treatment.

- SEL is learning process that can be facilitated through activities that can stand by themselves or be integrated into other academic lessons.
- Students who have experienced periods of isolation, trauma, or other events may benefit from targeted activities that show them explicitly how to build their social and emotional skills.

# Striving for Resilience

**Module:** Wellbeing

**Methods:**

- Sharing stories of resilience
- Making school supplies
- Drawing in nature



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# Vocabulary

- **Resilience**: Thoughts, actions, and behaviors you can practice that help you bounce back from challenges.
- **Adapt**: Adjusting, being flexible, and getting used to new situations.
- **Adversity**: Adversity means difficulties, challenges, or hard things. Resilience helps you learn to cope with adversity.
- **Support system**: The group of people in your life who support you. No one can get through adversity alone; we all need support from others, and to offer support when they need it.

**Resilience helps us overcome adversity. No one can get through adversity alone; we all need support from others, and to offer support when needed.**

# Description and Objectives

Resilience is the ability to continue on after hardship and adapt to change, which is a core strength of many refugees.

This lesson aims to help children recognize their own resilience, and identify this trait in their own environment.

- Children will be able to identify and describe character traits that contribute to resilience.
- Children can learn to identify how resilience is an important part of their emotional and physical environment.
- Children will practice identifying difficult experiences and letting them go.

# Activity 1 - Stories of Resilience

Type	Time	Materials
<b>Discussion</b>	<b>20 minutes</b>	<b>None</b>

## Goals

Children will be able to identify and describe character traits that contribute to resilience.

## Instructions

- Remind them of the definition of resilience: Thoughts, actions, and behaviors you can practice that help you bounce back from challenges.
- Ask them about a few character traits that make someone resilient. A few examples could include: strong, determined, adaptable, flexible, compassionate. The opposite would be rigid or unkind.
- Now encourage them to think of people they know that they feel are resilient. Ask them to explain what about that person makes them adaptable to change. They could talk about anyone.
- Encourage children to feel comfortable sharing stories of resilience in the face of adversity.
- You can also talk about parts of the natural world that are resilient. For example, soil is resilient. When all the nutrients in soil are used up or there is a wildfire, organic material decomposes so it can grow life again.

Children can journal or reflect independently if they're overwhelmed or dealing with a language barrier.

# Activity 1 - Stories of Resilience

In nature, plants can grow from ash after wildfires, they can stay alive in subzero Arctic ice, and there is even some evidence of plant life in outer space.



Pictured above are plants growing from the ash left behind by Australian wildfires.

# Activity 2 - Finding School Supplies in Nature

Type	Time	Materials
<b>Creation</b>	<b>20 minutes</b>	<b>None</b>

## Goals

1. Children will be able to identify and generate different uses for objects they find in nature that relate to their needs and interests. Even if they already have school supplies, this can help them feel invested in their education because they're creating materials themselves.

## Instructions

- Describe the purpose of this activity: to encourage resourcefulness, flexibility, finding new purposes for and ways to engage in the outdoor world.
- Explain that nature is the source of everything we create in the modern world, and we can always go back to the source for new ideas.
- Guide children around their environment and search for the following:
  - Rocks that can be used as chalk
  - Tree bark or large leaves for paper
  - Anything they can think of!
- Make sure they each find a small stick so they can write in the dirt for the next activity.
- Allow them a few minutes to show one another what they found.
- They can take 20 minutes to play with what they've found. If they're not sure what to make, they can start by taking 20 minutes to build a miniature house or tower out of rock, sticks, and leaves.

## Activity 2 - Finding Supplies in Nature

Chalk is actually just processed limestone, a common white rock. children can go looking for rocks that look like this:



## Activity 3 - Write or Draw it Out



# Additional Ideas

## Purpose

As you explore the activities with children, you will find that some children need more time or help. These activities can be used for an individual or the entire class.

Activity	Instructions
<b>Making Compost Boxes</b>	<ul style="list-style-type: none"><li>• Fill any container with dirt and worms or other insects. Worms will eat the food scraps and enrich the soil, making it better for planting seeds.</li><li>• They can add any food scraps to the compost box. This can include grains, beans, paste, and more.</li><li>• Composted scraps represent nature's resilience, by reusing materials to grow new plants or feed animals.</li></ul>
<b>Community Garden</b>	<ul style="list-style-type: none"><li>• If you have a garden, children can witness its resilience when plants die and regrow</li><li>• Asking children what foods they remember from their old home can help them adjust to change</li><li>• Consider planting something in the patch where children wrote out memories</li></ul>
<b>Role Model</b>	<ul style="list-style-type: none"><li>• Explain hardships you've gone through and how you came back from them</li><li>• Encourage them to ask their parents about family stories of bouncing back from hardship</li></ul>

# Striving for Resilience

## Discussion: Today's Class

Talk with a partner or in a group of three. Look at Lesson Activity 1: Stories of Resilience, Goals and Instructions.

Think about your class.

- Can you think of some difficulties you might have in teaching a lesson like this? (For example, students are too young, etc.) Write them down in your workbook. Discuss them with your partner.

Look at the difficulties you have written down.

- Discuss some alternatives or solutions to the problems. Is there a way to adapt the lesson while maintaining the lesson objective?
- Write down the ideas you have discussed.

Repeat this process for Activities 2 and 3.



# Identifying Your Strengths

**Module:** Wellbeing

**Methods:**

- Draw what you enjoy
- Role model discussion
- Tell the story of your future



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# Description and Objectives

This lesson helps children unlock their personal, academic, and professional strengths.

By identifying these qualities, they can move forward in their lives with more confidence in themselves and clearer direction.

- Children will be able to identify one or more role models in their lives to guide future choices.
- They will learn how to identify and illustrate activities and subjects that they enjoy.
- Children will be able to discuss their hopes for their future, and exchange ways they want to grow as individuals.



# Vocabulary

- **Role model:** A person who has traits that you look up to or hope to gain.
- **Qualities:** Strengths in your personality that help you achieve your goals (ex. persistent, thoughtful, caring).
- **Skillset:** The practical skills you know that can be useful for your studies or work (ex. weaving, math, writing, speaking a language).
- **Hopes vs. goals:** Hopes are ideas of the future that you haven't worked towards, while goals are concrete ideas that you can take steps to achieve.
- **Vision:** What you imagine the future to look like.

# Activity 1 - Draw Your Skills

Type	Time	Materials
<b>Expression</b>	<b>20 minutes</b>	<b>Pencils, paper</b>

## Goals

1. Define “skillset”: The practical skills you know that can be useful for your studies or work (ex. weaving, math, writing, language).
2. Identify their own skills and academic interests, which may range from math, to engineering, to writing stories.

## Instructions

- First, go over the definition of “skillset.” Children have many skills that they may not realize. The ability to speak a language, cook, draw, count, care for their community, farm, etc. are all valuable skills. Share examples of your own skills, such as teaching.
- Give them pencils and paper to draw out the subjects that they enjoy most. These subjects are academic tracks, like math or writing. Then ask them to draw symbols of their skills.
- Finally, ask them to draw or write strengths in their personality, like resilience, kindness, or tenacity.
- In discussion, encourage children to share how their favorite academic subjects connect to their skills and qualities.

# Activity 1 - Draw Your Skills

Here are examples of subjects they may be interested in, such as language, mathematics, physics, and history.



# Activity 2 - Role Models

Type	Time	Materials
<b>Discussion</b>	<b>20 minutes</b>	<b>None</b>

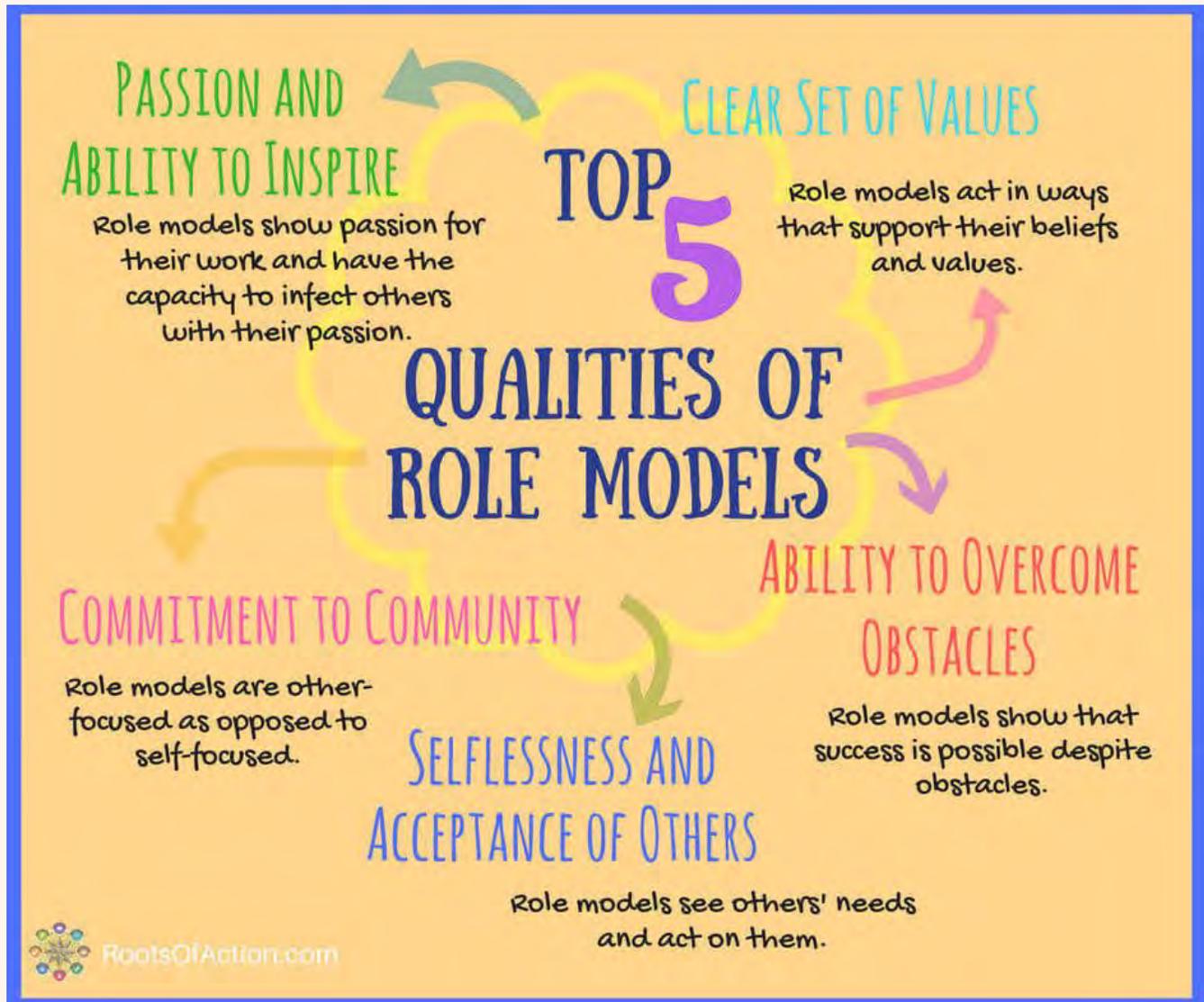
## Goals

1. Define what a “role model” is.
2. Connect to examples of role models in children’s lives.
3. Explain how looking to role models can guide their decisions.

## Instructions

- First, define the term “role model”: A person who has traits that you look up to or hope to gain.
- A role model can be *anyone*, whether it’s someone they know personally or have only heard of. They may have persevered through difficult events, demonstrated care towards family members, or are talented in an area the child appreciates.
- Share an example of a role model in your life, if you feel comfortable doing so.
- Encourage children to take a few minutes to write down examples of role models and the qualities they admire. They can feel free to draw instead.
- If children have languages in common, take 10 minutes to discuss the role models in their life and what they want to emulate. Make sure to give feedback if children offer any examples that seem harmful, such as the role model acting unkindly towards others.
- Finally, ask what traits they have in common with their role models. They can be role models for others!

# Activity 2 - Role Models



From Roots of Action, the top 5 qualities of role models include:

- Passion and ability to inspire
- Clear set of values
- Commitment to community
- Selflessness and acceptance of others
- Ability to overcome obstacles

## Activity 3 - Example of Future Questions

*Fatima goes to her father, Mr. Khalil, asking about her future.*

**Fatima:** Will my studies be successful?

**Mr. Khalil:** If you study, you will be a successful scholar.

**Fatima:** Will my friends be with me?

**Mr. Khalil:** If you are kind to them, they will stay with you, If you fight with them, they might not be.

**Fatima:** Why are you saying “may” or “might” instead of being sure?

**Mr. Khalil:** It all depends on you and your circumstances. If you study intently and are kind, then the chances are higher that you will have the future that you want.

# Additional Ideas

## Purpose

As you explore the module activities with children, you will find that some children need more time or help. These additional activities can be used for an individual student or the entire class.

<b>Activity</b>	<b>Instructions</b>
Act it Out	<ul style="list-style-type: none"><li>● Children can act out any of the activities from today, rather than just discussing them.</li></ul>
Write Out Goals	<ul style="list-style-type: none"><li>● Translate Activity 3 into a list of daily goals they can look to, such as studying or practicing for a certain amount of time.</li></ul>
Give Advice to Past Self	<ul style="list-style-type: none"><li>● Ask children to offer advice to their past self: how to avoid certain mistakes or conflicts.</li></ul>

# Identifying Your Strengths

## Discussion: Today's Class

Talk with a partner or in a group of three. Look at Lesson Activity 1: Draw Your Favorites.

Think about your class.

- Can you think of some difficulties you might have in teaching a lesson like this? (For example, students are too young, etc.) Write them down in your workbook. Discuss them with your partner.

Look at the difficulties you have written down.

- Discuss some alternatives or solutions to the problems. Is there a way to adapt the lesson while maintaining the lesson objective?
- Write down the ideas you have discussed.

Repeat this process for Activities 2 and 3.



# Overall Wellbeing

**Module:** Wellbeing

**Methods:**

- Asking your partner questions
- Creating a daily schedule
- Finding new ways to play



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# Description and Objectives

This lesson helps children develop tools for their well-being through simple exercises.

Play and sports are essential to children's social development and physical health. Asking a partner questions builds relationships between children. Finally, a daily schedule helps to create routine and regularity amidst uncertainty.

- Everyone will learn what social-emotional learning and mental health really means.
- Children will be able to identify new ways to participate socially and have fun.
- They will learn about friendship, partnership, and building community.
- Children will write out their own daily routine.

# Vocabulary

- **Wellbeing**: The state of being comfortable and happy, which means balancing your social, emotional, physical, mental, and environmental health.
- **Social-emotional learning**: S.E.L. is the process through which all young people acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions, achieve goals, establish relationships, and make caring decisions.
- **Reciprocity**: In relationships, reciprocity is giving as much as you receive, which helps maintain social and emotional health.
- **Uncertainty**: Not being sure what the future will look like when circumstances change suddenly.



# Activity 1 - Questions for a Partner

Type	Time	Materials
<b>Discussion</b>	<b>20 minutes</b>	<b>None</b>

## Goals

1. Define “reciprocity”: In relationships, reciprocity is giving as much as you receive, which helps maintain social and emotional health.
2. Help children connect with new friends through this partner question game.

## Instructions

- First, go over the definition of “reciprocity.” A healthy relationship requires both children to care about one another’s beliefs, ideas, and preferences. A reciprocal relationship means that members cares for one another equally.
- Ask children to pair up with one another. Once they each have a partner, look at the list of questions on the next page and read aloud the first question.
- Every 2-5 minutes, or whenever the conversation stops, read aloud the next question so children can explore a variety of topics.
- Encourage children to come up with their own questions or ask follow-up questions. If they feel something is too personal, they do not have to answer.
- If children feel comfortable, everyone can reconvene in a larger group and share a fact that they learned through the activity.

# Activity 1 - List of Questions

1. Where did you live before here?
2. What is your favorite school subject?
3. Where do you go when you feel tired?
4. What's your favorite part of the day?
5. What is a food you and your family enjoy eating?
6. What do you do when you're bored?
7. What is your favorite weather and season?  
Is the weather different here than it was in the last place you lived?
8. How do you show someone you care for them?
9. What are three qualities you appreciate about yourself?
10. What's something you're really thankful for?

# Activity 2 - Daily Routine

Type	Time	Materials
<b>Reflection</b>	<b>20 minutes</b>	<b>Pencil, paper</b>

## Goals

1. Define “routine”: the activities you do every day. Routine can be helpful when children are dealing with hardship or uncertainty. Define “uncertainty”: not being sure what the future will look like when circumstances change suddenly.
2. Help children establish a personal list of goals and tasks they can refer to when stressed.

## Instructions

- Once you’ve defined the terms, give examples of things that may be part of a daily routine (see next page). Children may draw or think independently if they’d prefer.
- Pass out pencils and paper so everyone can write down their ideas, ideally in chronological order.
- Encourage them to add a variety of tasks so that every component of their wellbeing is looked after. Again, that includes activities that help their social, emotional, physical, mental, and environmental health.
- Remind them that routine is a helpful way to create consistency in times of stress or uncertainty. They can refer to this list when they’re feeling overwhelmed.

## **Activity 2 - Example of a Daily Routine**

- **7:00 a.m.** *Wake up, help get water supply*
- **8:00 a.m.** *Help prepare breakfast*
- **8:30 a.m.** *Clean up the living area*
- **9:00 a.m.** *Check-in with schooling*
- **9:15 a.m. - 2:00 p.m.** *Practice handwriting, counting, and other educational skills*
- **2:15 p.m.** *Free-play outside with friends*
- **4:00 p.m. - 6:00 p.m.** *Complete chores*
- **6:00 p.m.** *Help prepare dinner*
- **6:45 p.m.** *Talk with family*
- **9:30 p.m.** *Bedtime*

# Activity 3 - New Ways to Play

Type	Time	Materials
<b>Exploration</b>	<b>20-60 min</b>	<b>Variable</b>

## Goals

1. Define “wellbeing”: The state of being comfortable and happy, which means balancing your social, emotional, physical, mental, and environmental health.
2. Help children identify new ways they can benefit their physical and social health through play.

## Instructions

- First, define the term “wellbeing.” Play, and especially sports, can be an important part of maintaining physical health and building community.
- Ask the group examples of games they play. These games can include group sports, board games, imaginary games, and more.
- Allow them to take 10 minutes and write out their own ideas of games.
- Have the group vote on which activity they would like to play. Ideally, they can think of a group game. It may be one that the children already know and play frequently.
- Materials permitting, allow the children to play the game together. Even though this activity is non-traditional, it allows children who don’t know each other to engage in play.
- Make sure to monitor the children so the game play is fair and respectful.

# Activity 3 - New Ways to Play

*Some examples of games may include: relay races, soccer, dancing, stretching, free-play.*

Relay race ideas from [KidsActivities](#):

## **STANDING PRETZEL RACE or RELAY**

1. Have kids get into pretzel positions by standing on their left leg.
2. Lift the right leg and cross it in front of the left knee.
3. Cross arms in front of the body.
4. On the word “go” hop to the finish line. The “pretzel” who gets to the finish line 1st wins.

## **SPIDER RACE**

1. Team formation, Players #1 stand facing the goal.
2. Player #2 stands beside him, with his back to the goal.
3. The two players link elbows and on the signal, the pair run to the goal and back.
4. One person runs backward each time.
5. The rest of the players repeat the same action until every person has a turn.

## **SOCCER RELAY**

1. Need three or four balls and cones...
2. Partners are placed in file formation.
3. Place cones at the end of the play area.
4. The first two partners have a soccer ball.
5. On signal, they must run, **PASSING THE BALL FROM ONE TO THE OTHER...** up to.. and around... the cone.
6. They return passing the ball the same way ..and give the ball to the next two in their team.
7. Relay play continues in the same manner.

# Additional Ideas

## Purpose

As you explore the module activities with children, you will find that some children need more time or help. These additional activities can be used for an individual or the entire class.

<b>Activity</b>	<b>Instructions</b>
<b>Mindfulness</b> Emotional and Mental Wellness	<ul style="list-style-type: none"><li>● When feeling stressed, children can learn to ask themselves questions about what they see:<ul style="list-style-type: none"><li>○ Can you spot different patterns in the clouds?</li><li>○ What are 5 circles you can see?</li><li>○ What are 10 different things you can hear?</li></ul></li></ul>
<b>Yoga</b> Physical and Mental Wellness	<ul style="list-style-type: none"><li>● Encourage children to stretch, run, or do simple yoga poses</li></ul>
<b>Nature Walk</b> Social, Mental, and Environmental Wellness	<ul style="list-style-type: none"><li>● Go on a nature walk even 10 feet away, paying careful attention to what you can see in the natural environment.</li></ul>

# Overall Wellbeing

## Discussion: Today's Class

Talk with a partner or in a group of three. Look at Lesson Activity 1: Questions for a Partner.

Think about your class.

- Can you think of some difficulties you might have in teaching a lesson like this? (For example, students are too young, etc.) Write them down in your workbook. Discuss them with your partner.

Look at the difficulties you have written down.

- Discuss some alternatives or solutions to the problems. Is there a way to adapt the lesson while maintaining the lesson objective?
- Write down the ideas you have discussed.

Repeat this process for Activities 2 and 3.



# Bringing Together Your Past and Future

**Module:** Wellbeing

**Methods:**

- Telling a story
- Sharing about your name
- Creating a life timeline



**EDUCATION**  
FOR ALL COALITION

# Description and Objectives

Bringing together the past and future can be a difficult process. During this journey, you might revisit difficult memories and emotions. Through reconciliation, you will gain an understanding of yourself and your situation.

This lesson strives to help children reflect on their past selves and look forward to their futures. While building confidence, resilience, and strong self identity.

- Children can reflect on their past while identifying resilience in themselves.
- Children can learn to identify positive qualities in themselves and others.
- Children can learn to recognize their present identities and who they strive to be in the future.

# Vocabulary

- **Reconciliation**: A process of being vulnerable with yourself and revisiting difficult situations. While making amends, gain understanding, and becoming resilient.
- **Identity**: A set of characteristics that make up who we are as individuals. An identity is unique to both yourself and your community..
- **Self-esteem**: The state of how you feel about yourself and your worth.
- **Resilient**: Having the ability to overcome, recover, and adapt when faced with hardship.
- **Self-narrative**: A compassionate story about your life.



# Activity 1 - Tell a Tale

Type	Time	Materials
Interactive	30 Minutes	None

## Goals

This activity can help children express themselves through oral storytelling. In placing themselves into the main character role they can build their sense of self while connecting with other children and their future selves.

## Instructions

- Choose a theme for the oral storytelling activity. The most important theme is a story from your family.
  - Example: Resilience- a story of you overcoming an obstacle.
  - Future- a story on how you became a famous doctor.
  - Hero- A story where your hero for the day, and has saved the day.
- Have the children sit in a circle with you standing in the middle. After telling the children the theme for the day, start with a story of your own. With you being the main character.
- When you are done, have a child come up, and tell a story of their own with them being the main character.
- When some children have told their stories. Have them discuss what they learn about themselves through their story.

# Activity 2 - Say My Name

Type	Time	Materials
Discussion	20 Minutes	None

## Goals

This activity is designed to help children develop a strong self-identity. It can assist children to identify positive qualities in themselves and others. In doing so, it can help the development of self-esteem and confidence.

## Instructions

- Remind the children of the definition of identity: a set of characteristics that make up who we are as individuals. An identity is unique to both yourself and your communities.
  - As well as the definition of self-esteem: The state of how you feel about yourself and your worth.
- Discuss the importance of having a name. Then have your children discuss the importance of their name.
  - Such as who named them. What does their name mean? Why was their name chosen?
  - If children don't know, make this their first assignment. Either by asking their parents or by researching with them.
- After you have discussed the origin of your children's names. Ask them each to write out their name, filling up a whole sheet of paper. You will start the activity by saying your name "My name is..."
- Then follow it by a statement of a past quality "I was quiet." A present quality "I am strong." A future quality "I will be compassionate."
- Then at the end repeat the phrase "My name is" and as a group have the child repeat your name.
- Following these steps have each child come up with a word.
  - If they are struggling to brainstorm, some words with them.

# Activity 3 - All About Me

Type	Time	Materials
Creation	20 minutes	Paper, pencils

## Goals

This activity will help children reflect on their lives while identifying instances where they displayed resiliency. In creating a timeline of their lives, they can recognize positive qualities in themselves and determine qualities they would like to develop in their future selves.

## Instructions

- Discuss the definition and importance of being resilient: Having the ability to overcome, recover, and adapt when faced with hardship.
- After you discuss the importance of being resilient, have the children think about times in their lives where they have displayed resilience. If they are open to sharing, call on a few children to talk about when they have shown resilience.
- Have your children create a storybook of their lives up until the present, drawing 2-3 pages at a time.
  - Children can either create their storybooks using all pictures. For more advanced children, they can include a short sentence describing each scene.
  - After each page, have your children identify a time when they were resilient and include it into their storybook.
- When children have reached the present. Have them think about their story thus far, then draw what they want their future to look. Have them identify some positive qualities they want to develop in the future. Encourage children to share their future goals.
- Being understanding and provide support for children when they speak about their past. This process is difficult; please refer to the page or lesson on Trauma-Informed Teaching.

# Additional Ideas

## Purpose

As you explore the module activities with children, you will find that some children need more time or help. These additional activities can be used for an individuals or the class.

Activity	Instructions
A Part of Me	<ul style="list-style-type: none"><li>• Have the children pick an item that they hold dear.<ul style="list-style-type: none"><li>◦ If they don't have an item, they can think of or don't have one physically. Have them draw a picture of it.</li></ul></li><li>• Have them tell the class why the item they picked is important to them.</li><li>• After everyone has shown their item, have them identify an item that is important to the whole class.<ul style="list-style-type: none"><li>◦ A class picture, a group drawing, objects that the class enjoys.</li></ul></li><li>• Talk about how what they showed is a piece of them and their identity, and also the item the class picks is a part of them all.</li></ul>
Community Web	<ul style="list-style-type: none"><li>• Have each child create a mind map with either paper and pencil or dirt and sticks.</li><li>• After they have created a mind map, have them put themselves in the middle.</li><li>• In each major point of the mind map. The children should draw or write about people or things that make up their community.</li></ul>
Identity Circles	<ul style="list-style-type: none"><li>• Have the children move to an open space where there may be dirt or gravel.</li><li>• With sticks or rocks, have them create circles.</li><li>• In each circle have them put a specific picture or word that makes them unique.</li><li>• Have each child go around to other circles, and talk about what they drew.</li></ul>

# Bringing Together Your Past and Future

## Discussion: Today's Class

Talk with a partner or in a group of three. Look at Lesson Activity 1: Tell a Tale.

Think about your class.

- Can you think of some difficulties you might have in teaching a lesson like this? (For example, students are too young, etc.) Write them down in your workbook. Discuss them with your partner.

Look at the difficulties you have written down.

- Discuss some alternatives or solutions to the problems. Is there a way to adapt the lesson while maintaining the lesson objective?
- Write down the ideas you have discussed.

Repeat this process for Activities 2 and 3.



# Adjusting to Your Host Country

**Module:** Social-Emotional Learning

## **Methods:**

- Talk about similarities of place
- Draw yourself in the home you're living in now
- Make a cloth friend for you to take with you



**EDUCATION**  
FOR ALL COALITION

# Description and Objectives

Being able to adjust to change is an important part of children's well-being. When they travel, children have to adjust to a new culture, home, and community which is always challenging. They may be experiencing hardship and struggling with a different language.

These activities are designed to help children embrace change and find comfort in during their transition. They will learn how to be mindful about their environment and bridge the similarities with their last home.

- Children will learn basic vocabulary relating to being in a new country.
- Children can begin to feel enthusiastic about diversity and appreciate the new culture
- Children will learn strategies to stay mindful of anxieties about a new environment.
- They will explore similarities between their current and last homes.

# Vocabulary

- **Adjusting:** Adapting to a new environment
- **Change:** To become different
- **Home:** The place where one lives for a long time, especially as a member of a family or household
- **Travel:** Going from one place to another
- **Making friends:** Talking to others in your community
- **Diversity:** Friends with different backgrounds



# Activity 1 - Talk about Similarities

Type	Time	Materials
<b>Reflection</b>	<b>20 minutes</b>	<b>Paper, pencils</b>

## Goals

Define discovering similarities as the process of finding similar traits between two experiences. The place they're living in now may feel very different from where they were before, but finding out what these two places have in common can be helpful in dealing with stress.

## Instructions

- Explain that today's activity will help everyone find common traits between where they're living now and where they were living before.
- Give them 10 minutes to reflect, write, and draw about these similarities.
- Ask them these questions: What colors and shapes are the same in both places? Are there foods in common? Is the weather and climate the same?
- Then, pair children together and have them explore their lists. Did their last homes have qualities in common too?
- Children may struggle with this activity. If it's too difficult, they can feel free to draw or write about something else. They do not have to share.

# Activity 2 - Draw Your Home

Type	Time	Materials
<b>Self-expression</b>	<b>30 minutes</b>	<b>Paper, pencils</b>

## Goals

This activity asks children to draw their home right now. It doesn't have to be detailed, but it can help them stay mindful and calm in moments of stress. They will learn how to stay grounded in their present environment and express their emotions.

## Instructions

- Ask them how they would describe the place they're living now, and the parts of they like and dislike.
- Today, they'll be drawing from memory, but encourage them to repeat this exercise when they feel stressed at home.
- They will start by drawing the overall structure of the house. Then, they can fill in details: where do they and their parents sleep? What colors do they see? Are there homes surrounding theirs? They can draw their family members or friends in the picture as well.
- This activity may be difficult for some. They can draw their previous home if they feel ready, but that may be challenging emotionally. Encourage them to share with one another what parts of drawing make them sad or upset.
- They can keep their drawings if they'd like to, but they will not share them at the end of the activity.

# Activity 3 - Travel Friend

Type	Time	Materials
<b>Creation</b>	<b>40 minutes</b>	<b>Spare cloth, paper</b>

## Goals

This activity allows children to create a meaningful and comforting toy that can ease the difficulty of leaving home. Additionally, by doing something creative, you allow for self-expression and this lets kids express and cope with their feelings.

## Instructions

- Explain that today, the class will be creating small friends out of spare cloth that they can take with them for comfort.
  - Assure them that It is normal to feel attached to objects.
- Encourage children to search for any spare fabric they may have, including burlap or paper if necessary.
- Children can make paper dolls to draw on, or dolls filled with rice, sand, or cotton. Encourage them to be creative in how they make their dolls! They can bind fabric together with twine or by tying off cloth.
- Once they've created a small friend, they can draw faces on them or give them a name.
- Offer to let them show their cloth friend to the class and encourage their creative skill.

## Activity 3 - Travel Friend

Travel friends can be made out of paper or cloth!



# Adjusting to Your Host Country

## Discussion: Today's Class

Talk with a partner or in a group of three. Look at Lesson Activity 1: Talk About Similarities.

Think about your class.

- Can you think of some difficulties you might have in teaching a lesson like this? (For example, students are too young, etc.) Write them down in your workbook. Discuss them with your partner.

Look at the difficulties you have written down.

- Discuss some alternatives or solutions to the problems. Is there a way to adapt the lesson while maintaining the lesson objective?
- Write down the ideas you have discussed.

Repeat this process for Activities 2 and 3.



# Environmental Awareness

## Purpose

**Learning about the environment connects children to their community, creates sustainable resources, and fosters social-emotional skills.**

*Goals of Climate Awareness:*

- **Educators** will teach how climate change can create stress, and learn the importance of connecting their students to nature.
- **Children** will learn how they are connected to the natural environment, and learn skills that build both climate and emotional resilience.

## Overview

**Nature can ground children who have been forced to travel and be a source of connection between themselves and their community, but it can also be a source of anxiety.**

*While teaching:*

- Understand that climate change, the process of change within our environment, threatens to cause more extreme temperatures, challenging weather, and difficulty cultivating food.
- Focus on outdoor activities, like community gardening, that allow children to engage with their new environment and natural resources and build community.
- Discuss how children fit into both their immediate environment and the climate of the whole Earth. They have a place in the ecosystem and the world.
- Consider ways to encourage outdoor play and instruction when appropriate.

**Lesson Plans: *Environmental Awareness* and *Food Security***



# Environmental Awareness

Days 7 and 8

Summary	
<p><b>Description:</b> Learning about the environment connects children to their community, creates sustainable resources, and fosters social-emotional skills.</p>	<p><b>Key Programmatic Components:</b></p> <ul style="list-style-type: none"> <li>• Two lesson plans with six activities in each: Environmental Awareness and Food Security               <ul style="list-style-type: none"> <li>○ Community gardens</li> <li>○ Material donations (seeds, fertilizer)</li> </ul> </li> </ul>

Ages	Settings	Duration
8-12	Classroom, outdoors	Preceding 8 weeks, 2 days

Program Objectives	
<p><b>Knowledge &amp; Skill Development:</b></p> <ul style="list-style-type: none"> <li>• Environmental Awareness: Emergency preparedness projects, specifically water filters, and groundedness in host country</li> <li>• Food Security: Resource-generative activities (community gardens and compost boxes), and caring and community-mindedness</li> </ul>	<p><b>Program Objectives:</b></p> <ul style="list-style-type: none"> <li>• To promote food security and self-sustainability to meet Sustainable Development Goals, such as community gardens and water filters.</li> <li>• To help children understand their role in the environment.</li> </ul>

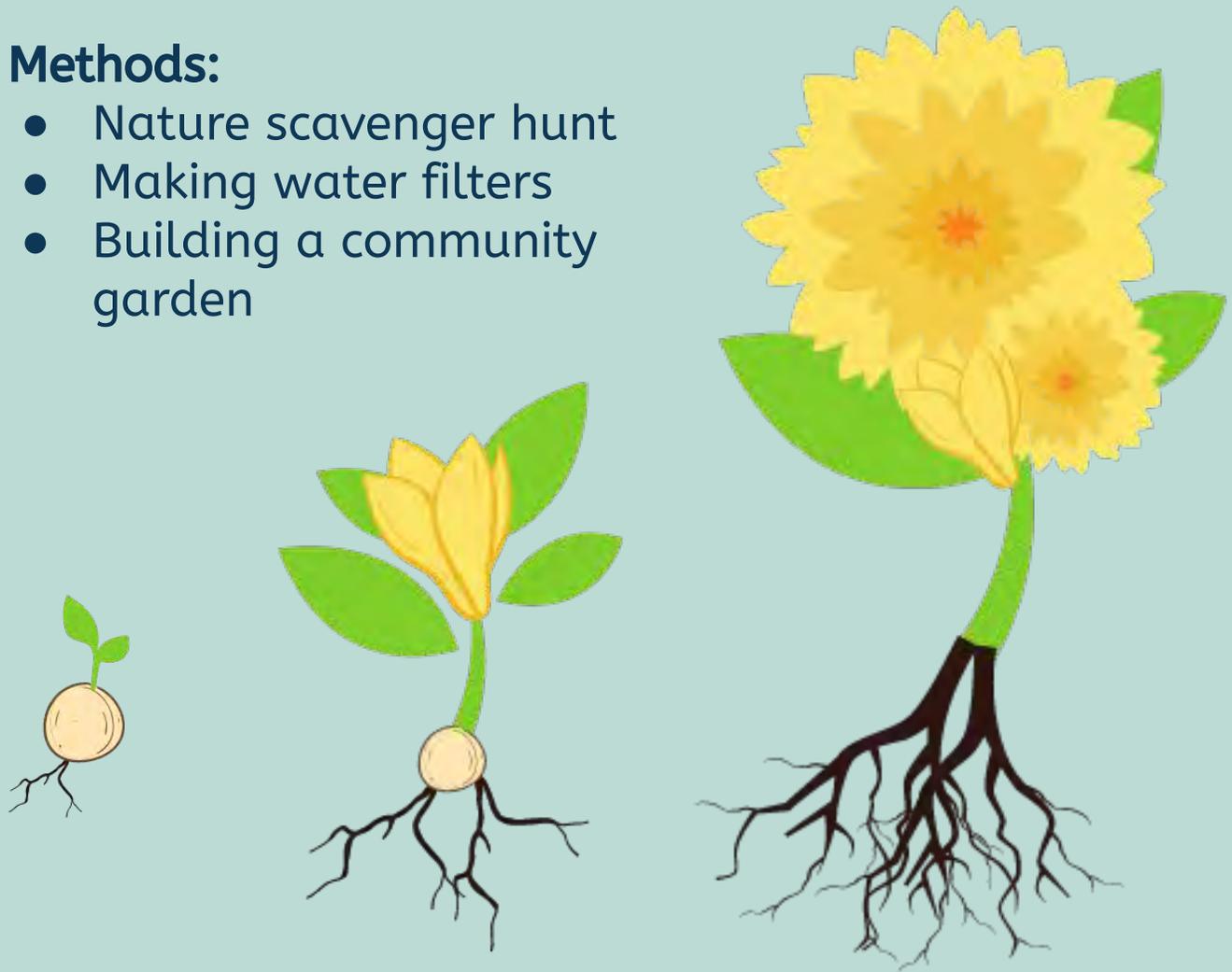
Teaching Considerations
<p><b>Adaptation/Contextualization Considerations:</b></p> <ul style="list-style-type: none"> <li>• Environmental conditions will vary between locations. We will need to build relationships with local distributors who can offer guidance on what kinds of agricultural projects will be successful.</li> <li>• Children may feel disconnected from their surroundings; trauma-responsive teaching can help to address any challenges that arise from these lessons.</li> </ul> <p><b>Nature can ground children who have been forced to travel and be a source of connection between themselves and their community, but it can also be a source of anxiety. While teaching:</b></p> <ul style="list-style-type: none"> <li>• Understand that climate change, the process of change within our environment, threatens to cause more extreme temperatures, challenging weather, and difficulty cultivating food.</li> <li>• Focus on outdoor activities, like community gardening, that allow children to engage with their new environment and natural resources and build community.</li> <li>• Discuss how children fit into both their immediate environment and the climate of the whole Earth. They have a place in the ecosystem and the world.</li> </ul>

# Environmental Awareness

## Module: Climate Resilience

### Methods:

- Nature scavenger hunt
- Making water filters
- Building a community garden



**EDUCATION**  
FOR ALL COALITION

# Lesson Description

Climate change, the process of change within our environment, threatens to cause more extreme temperatures, challenging weather, and difficulty cultivating food.

Learning about climate change is an important part of understanding our natural world, but it can induce anxiety for some. This lesson focuses on fun actions that children can undertake in order to appreciate the environment.

Outdoor activities, like community gardening, will allow children to familiarize themselves with their new environment, build community, and learn about utilizing natural resources (rain water, soil, etc).

This course strives to strengthen children's relationship with the environment and creativity regarding sustainable solutions.



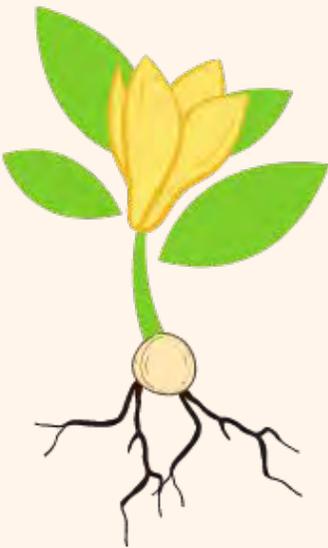
# Lesson Objectives

- Children will be able to explain basic vocabulary relating to environmental awareness.
- They will be able to build and use their own emergency water purifiers.
- Children can begin to feel enthusiastic about their surrounding environment, and appreciate the diversity of species.
- Children can feel empowered to recognize their own ability to create climate change solutions.



# Vocabulary

- **Sustainability**: The idea that humans must interact with the environment in a way that ensures there will be enough resources left for future generations
- **Environment**: The surroundings or conditions in which a person, animal, or plant lives or operates
- **Interdependence**: The idea that all people rely on each other to survive
- **Community gardens**: Collaborative projects on shared open spaces where fresh fruits and vegetables are grown
- **Pollution**: When gases, smoke and chemicals are introduced into the environment in large doses that makes it harmful for humans, animals and plants
- **Species diversity**: the number of different species present in an ecosystem
- **Water purifier**: the process of removing undesirable substances from water



# Activity 1 - Nature Scavenger Hunt

Type	Time	Materials
<b>Exploration</b>	<b>15 minutes</b>	<b>Cups/jars, paper to cover lid, pencils for drawing</b>

## Goals

1. Define 'species diversity' and discuss its importance.
2. Connect species diversity to sustainability and the environment.
3. Get children excited about the environment around them.

## Instructions

- Define species diversity as the number of different species present in an ecosystem.
- Explain to children that the more different types of species in an area, the better it is for the environment. Diversity is needed for a sustainable ecosystem, and should be celebrated.
- Assign children pairs and give them 15 minutes to find as many different insects as they can.
- If pencils are available, have children draw two insects that they found on the visual aid.
- Advise children to handle insects with extreme care, and to share earth's space with other living things.

# Activity 1 - Nature Scavenger Hunt

## Define

**Species diversity:** the number of different species present in an ecosystem

## Find

How many different species of insects can you find in 15 minutes?



## Share

If you are willing, share your drawing with the group.

## Fun fact

Did you know, scientists estimate that there are over 8.7 million species of plants and animals in existence! Species diversity makes an ecosystem sustainable.

# Activity 2 - Making Water Filters

Type	Time	Materials
<b>Creation</b>	<b>30 minutes</b>	<b>Plastic bottle, scissors/ knife, fabric, rocks/ gravel, sand/ charcoal, cup to hold filter</b>

## Goals

1. Define 'pollution'.
2. Connect pollution to environmental awareness.
3. Teach children how to build their own garden water purifier.

## Instructions

- Discuss the definition of pollution with the children: when gases, smoke and chemicals are introduced into the environment in large doses that makes it harmful for humans, animals and plants.
- Place children groups of 3 or more, and distribute empty plastic bottles and scissors. If children are younger, pre-cut their bottles to reduce risk.
- Ask children to collect some soil and varied sizes of rocks from their surrounding environment.
- Instruct children to cut the end of their water bottle, make a small hole in the cap, stick fabric down the bottle, fill the bottle with sand, add gravel, larger rocks and then pour water through the bottle (refer to visual aid).
- If possible, boil the filtered water at the end to rid of bacteria.
- Ask children to reflect on how this activity is related to sustainability.

# Activity 2 - Making Water Filter

## Define

**Pollution:** when gases, smoke and chemicals are introduced into the environment in large doses that makes it harmful for humans, animals and plants.



Step 1: cut end of bottle



Step 2: Make small hole in cap, make sure cap is tight



Step 3: Stick fabric down the bottle



Step 4: fill bottle with sand /charcoal about 2 inches



Step 5: Add around 2 inches of gravel into bottle



Step 6: Add 1-2 inches of larger rocks



Step 7: Poor water through filter

## Discuss

How might pollution be linked to sustainability?

# Activity 3 - Community Gardens

Type	Time	Materials
<b>Creation</b>	<b>20 minutes</b>	<b>Spoons, cups, water, local vegetable seeds</b>

## Goals

1. Define 'sustainability.'
2. Connect to community gardening.
3. Explain how community gardens relate to sustainability.

## Instructions

- Discuss the definition of sustainability: the idea that humans must interact with the environment in a way that ensures there will be enough resources left for future generations.
- Define community gardens as collaborative projects on shared open spaces where fresh fruits and vegetables are grown.
- Explain that today the children will be planting seeds in pairs.
- Assign children a partner and ask them to find an area of bare soil and dig a small hole using a spoon. If available, older children may use gardening tools such as a hand shovel
- Demonstrate the correct method to plant the seed. Instruct children to place seed about ½ to 1 inch into the hole. Cover it up with dirt then lightly water (refer to visual aid)
- Explain to children that community gardens create habitats and reduce the environmental impacts from transportation.

# Activity 3 - Community Gardens

## Definitions

- **Sustainability:** the idea that humans must interact with the environment in a way that ensures there will be enough resources left for future generations
- **Environment:** the surroundings or conditions in which a person, animal, or plant lives or operates
- **Community gardens:** collaborative projects on shared open spaces where fresh fruits and vegetables are grown

## Instructions:



Step 1: Dig hole  
with spoon



Step 2: Place  
seed(s) in hole



Step 3: cover  
seed(s) with soil



Step 4: water area  
using a cup

## Discuss

How might planting seeds contribute to sustainability?

# Additional Ideas

Activity	Instructions
<b>Activity 4:</b> Pine Cone Weather Station	<ul style="list-style-type: none"><li>* Pine cones needed</li><li>• When the weather is dry pine cones open-up, and when it's going to rain they close in</li><li>• This is a fun way for children to start to think about the future</li><li>• Place pine cones outside standing up, and have children monitor pine cones over time</li></ul>
<b>Activity 5:</b> Recycled Robots 	<ul style="list-style-type: none"><li>• Ask children to bring in a few bits of waste packaging from home that were going to be thrown away such as cardboard boxes, plastic bottles, tin foil etc</li><li>• Collate waste items in one area and get children to reuse and recycle the materials to create rubbish robots (see image)</li><li>• This is a fun activity to educate children about how waste can be reused and recycled.</li></ul>
<b>Activity 6:</b> Look up!	<ul style="list-style-type: none"><li>• What do you see? Cloud gazing can be a great way to tap into the imagination. Does that cloud look like a dog, or maybe a snail?</li><li>• Allow children a few moments to study the sky and feel grounded</li></ul>

# Environmental Awareness

## Discussion: Today's Class

Talk with a partner or in a group of three. Look at Lesson Activity 1: Nature Scavenger Hunt.

Think about your class.

- Can you think of some difficulties you might have in teaching a lesson like this? (For example, students are too young, etc.) Write them down in your workbook. Discuss them with your partner.

Look at the difficulties you have written down.

- Discuss some alternatives or solutions to the problems. Is there a way to adapt the lesson while maintaining the lesson objective?
- Write down the ideas you have discussed.

Repeat this process for Activities 2 and 3.



# Food Security

**Module:** Climate Resilience

**Methods:**

- Talking about food
- Learning to share
- Making compost boxes



**EDUCATION**  
FOR ALL COALITION

# Description and Objectives

Food security is incredibly important for the health and development of children.

This lesson focuses on ways they may take charge of their nutrition through community gardens and recognize the importance of sharing resources.

- Children will be able to explain basic vocabulary relating to food security.
- Children can learn to recognise their own capacity for planting food for themselves and their community.
- Kids will learn to use what's around them, such as food scraps and boxes, to benefit their community.
- Children can learn to identify why sharing is an important aspect of life.

# Vocabulary

- **Food security**: having access to sufficient, safe and nutritious food at all times
- **Sharing**: to let someone else use or have something of yours
- **Compost**: decayed organic material used as fertilizer for growing plants
- **Community**: a group of people living or working in the same area
- **Community gardens**: collaborative projects on shared open spaces where fresh fruits, vegetables, and plants are grown



# Activity 1 - Let's Talk Food

Type	Time	Materials
<b>Reflection</b>	<b>20 minutes</b>	<b>Pencil, paper</b>

## Goals

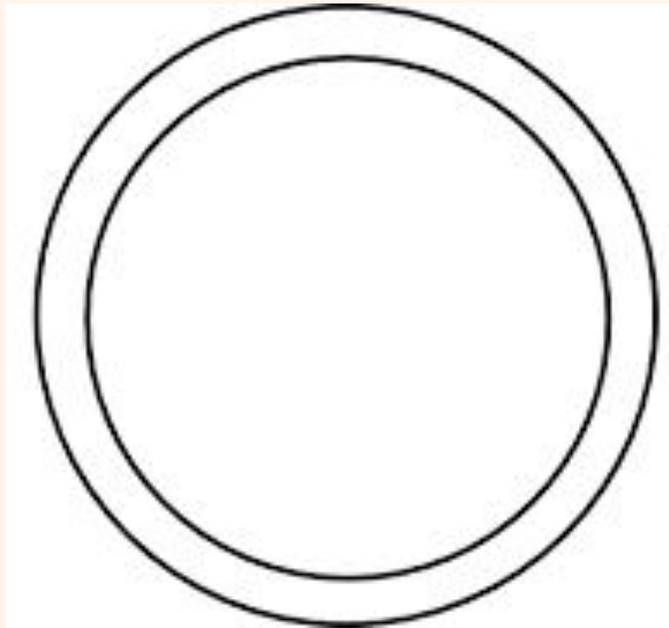
1. Define 'community' and 'food security'
2. Connect community gardens to food security
3. Children will reflect on food from their old home and how it makes them feel to remember it.

## Instructions

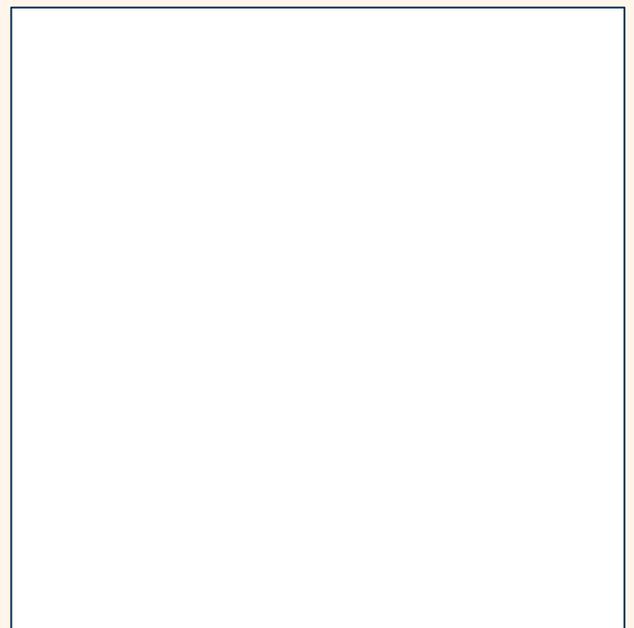
- Define 'community' as a group of people living or working in the same area and 'food security' as having access to sufficient, safe and nutritious food at all times.
- Explain that community gardens are a great way to support food security, by providing access to local foods in their community.
- Explain to children that the compost that they made can be used in their garden to help plants grow. Have them scatter compost over their garden.
- Next, ask children to draw their favorite food from their old home, and have them share it with the group if they wish.
- Have children brainstorm what makes up their favorite meal and how they feel when they eat it.

# Activity 1 - Let's Talk Food

1) What's your favorite meal? **Draw** it on the plate below



2) What does it feel like when you eat it? Can you **draw** it in the white box?



3) If you feel comfortable, **show** your drawing to the group and explain what it tastes like!

## Activity 2 - Sharing is Caring

Type	Time	Materials
<b>Discussion</b>	<b>15 minutes</b>	<b>Paper, pen, scissors</b>

### Goals

1. Define sharing and outline the benefits
2. Connect food security with sharing
3. Children will reflect on how they can share more in their daily life.

### Instructions

- Define sharing as letting someone else use or have something of yours.
- Explain that...
  - Sharing is very important as it lies at the center of human relationships and bonds.
  - Sharing food helps build trust and makes others feel loved.
- Split the children into two groups.
- Give children 5 minutes to draw a food item of their choice.
- After 5 minutes, Instruct children to cut their food item in half and share it with a child from the other group.
- Assist younger children with scissors.
- Ask children to discuss How might performing acts of kindness for others affect your own happiness?

## Activity 2 - Sharing is Caring

### Define

*Sharing* is the act of letting someone else use or have something of yours.

### Share

Draw your favorite food item on paper and cut it in half. Give half your food to a child from the other group.



### Discuss

How might performing acts of kindness for others affect your own happiness?

# Activity 3 - Making Compost Boxes

Type	Time	Materials
<b>Creation</b>	<b>20 minutes</b>	<b>Cardboard</b>

## Goals

1. Children will learn about compost as a valuable resource for growing food.
2. Children will understand how nature is resilient, just like them.

## Instructions

- Define compost as decayed organic material used as fertilizer for growing plants. Just like our experiences, even things we don't like or find useful can be recycled into something valuable. Composted scraps are a way nature is resilient, by reusing materials to grow new plants or feed animals.
- Compost boxes can be made out of any materials laying around, like cardboard, paper, cloth, stones, or bark.
- Help children find materials to make a small container.
- Fill the container with dirt and worms or other insects.
- They can add any food scraps to the compost box. This can include grains, beans, paste, and more.
- Bugs will eat the food scraps and enrich the soil, making it better for planting seeds.

# Activity 3 - Making Compost Boxes

You don't need to waste food to compost. You can put in single grains of rice, paste, or beans.



# Activity 3 - ALTERNATIVE

Demonstrate the steps in front of the class:

- Almost entirely cut off bottle top, then place 2-3cm of soil into the bottle, add vegetable peelings and cover with a layer of soil.
- Repeat layers until the bottle is nearly up to the cut. Note that the final layer should be soil.
- Allow children 5 minutes to collect 2-3cm of dirt
- Place children into group of 3 or more and give out materials
  - A water bottle, scissors, vegetable peelings, soil
- Explain that it may take several weeks for the material to break down into compost.
- When the content of the bottle has broken down into compost, cut the bottle to 2-3cm above the level of the compost
- Plant a seed in the bottle and watch it grow!



# Food Security

## Discussion: Today's Class

Talk with a partner or in a group of three. Look at Lesson Activity 1: Let's Talk Food.

Think about your class.

- Can you think of some difficulties you might have in teaching a lesson like this? (For example, students are too young, etc.) Write them down in your workbook. Discuss them with your partner.

Look at the difficulties you have written down.

- Discuss some alternatives or solutions to the problems. Is there a way to adapt the lesson while maintaining the lesson objective?
- Write down the ideas you have discussed.

Repeat this process for Activities 2 and 3.





# EDUCATION FOR ALL COALITION

## END OF WORKBOOK

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