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1 Investigate the object

ACTIVITY NAME	Investigate the object
OUTPUT NUMBER	IO1
PARTNER	Fondazione Patrizio Paoletti
ACTIVITY & CLASS	Activity CUR-A8 Classes 5-7
DURATION	The timings for the activity are sessions of 30'/45' maximum. The activity can therefore be divided in more sessions as to allow the participation of all groups/children.
OBJECTIVES	<p>Children are inherently curious and have a thirst for knowledge. A University of Michigan study sought to show that only curiosity, understood as a socio-emotional characteristic, can actually drive a child to learn, fostering improved academic achievement.</p> <p>Objectives:</p> <ul style="list-style-type: none"> - learn that an infinite world of discoveries lies behind everyday items; - encourage an emotional response, because curiosity begins with emotion; - promote the desire to learn; - promote a sense of being able to discover and investigate something;
MATERIALS	<p>The teacher chooses a topic (e.g. "contemporary artists", "traditional food", "local animals" or "exotic animals"). If the teacher chooses a common topic (e.g. "local food"), it is not necessary to obtain specific materials because the pupils are already familiar with them. If the teacher chooses a less known topic, the teacher should also choose some images that clearly convey the topic (for example, using books, photos, slides, choose 10 pictures of contemporary artists, with one or two examples of each one's work).</p> <p>Subsequently, the research done by the pupils will add to this 'database' of knowledge and materials through the information and photos they present in class.</p> <p>Key added value comes from doing the same activity with teachers who teach that subject (e.g. "composers" for music, "scientific discoveries" or "scientists" for science etc.)</p>
LEARNING ACTIVITY METHOD	<p>Instructions:</p> <p>Select a topic/category. Present 5-10 elements/objects from this category. Divide the class up according to interest in the aspects presented (e.g. one group of children could be those who chose the same picture or food etc.). Ask questions: "what do we know about this element/object?", using these questions to stimulate them (who invented/created it? what is it made of? where can it be found? etc.). Ask questions to discover how much we DON'T know about the item/object. Assign the task of learning as much about the topic as possible. The first step in this is for the children to create as long a list of questions as possible, and then try to answer them. NB: the priority for this task is to create a long, inquisitive list that can be expanded on during the task.</p>

	<p>So, each group will be asked to:</p> <ul style="list-style-type: none"> - Create a list of questions to subsequently answer. - Do some research together to try to find the answers. An "investigation" is assigned to groups of children (the teacher determines whether such research needs to be done in class or at home). - At the end, produce a new list of additional questions arising from the research done and the relative answers. - Present the work in class. Each student presents the characteristics found: 5-10' for each group presentation + 5' for questions arising from the presentation (total for each presentation 10'-15'). - Ask the class for more questions and interesting information.
VISUALS Images/videoclip	See material
TEACHER PREPARATION	Ask questions and focus on encouraging passionate, inquisitive inquiries (e.g. bring interesting things to class)
TEACHER'S EVALUATION	<p>The teacher will evaluate:</p> <ul style="list-style-type: none"> - Have the groups come up with many questions? - Was the quality of the questions reflective of a curious approach? - how involved were the individual groups in the research? - Did the members of the groups show ability to become emotionally involved and curious?

2 What could it be?

ACTIVITY NAME	What could it be?
OUTPUT NUMBER	IO1
PARTNER	Fondazione Patrizio Paoletti
ACTIVITY & CLASS	Activity: CREA – A6 Class: 5-7 years
DURATION	30 minutes per session
OBJECTIVES	<ul style="list-style-type: none"> - Promote lateral thinking: that is, look at a problem from different perspectives - the traditional approach is about concentrating on a solution specifically for a problem. - Discover and encourage creative thinking, that is, the ability to find different solutions to the same problem. - Reason flexibly and fluidly. - Find unexpected, original solutions.
MATERIALS	<ul style="list-style-type: none"> - 10-20 everyday items (e.g.: sponges, brush, comb, lipstick, rope, hat, toilet paper...) - a basket

LEARNING ACTIVITY METHOD	<p>Starting from common objects that have a precise use, each child will be encouraged to use the objects in a different way. For example: a sponge can be used as a stamp, it can pad a cushion or can be used to decorate an outfit.</p> <p>Pupils in a circle, potentially sitting. Words are not essential. The teacher takes an item from the basket and starts using it in a way that is different to its intended use. Pass the item to the first pupil, who is also asked to use it in an unusual way that is different to the first way. The key point is for every single idea to be given importance. This encourages the pupils to focus and realise the amazing nature of new ideas.</p> <p>The order of the children will need to be changed to vary the complexity for them. At the end of the session, there is going to be a moment dedicated to sharing how the activity went, guided by the teacher, that will focus on:</p> <ul style="list-style-type: none"> - highlighting that they were all excellent for using their CREATIVITY; - showing that this activity has fostered their intelligence (creating new paths in their brains); - encouraging them to look at things from a different perspective every time they remember; <p>This experience becomes even more useful when a teacher can recall, both collectively and individually, the ideas during tricky moments (e.g. "do you remember what you did with the comb").</p>
VISUALS Images/videoclip	<p>Nothing essential. Where possible, it can have an amazing impact to show pictures of the areas such an activity stimulates in the brain and how the brain changes when we regularly do creative things (new paths)</p>
TEACHER PREPARATION	<p>Focus on approaching the exercise with genuine wonder and curiosity. Afterwards, make a note of any observations about the children, so these can be used over time to improve their creativity</p>
TEACHER'S EVALUATION	<ul style="list-style-type: none"> - Have the children participated with involvement in the activity? - Have they managed to find new and creative ways to use the objects? - Were they amazed at discovering that they can create different uses for very common objects?

3 Dealing with Feelings

ACTIVITY NAME	Dealing with Feelings
OUTPUT NUMBER	IO1
PARTNER	Akademie für Politische Bildung und demokratiefördernde Maßnahmen
ACTIVITY & CLASS	TW-A6 Classes: 5-7 years
DURATION	30 minutes
OBJECTIVES	<p>Main: Team working and communication</p> <p>Others: Creativity</p>

MATERIALS	<ul style="list-style-type: none"> • Flashcards • Combi-Flashcards
LEARNING ACTIVITY METHOD	<p>First level:</p> <ul style="list-style-type: none"> • The teacher introduces the topic by showing the students the pictures • The teacher gives the students a flashcard • The teacher gives an example and shows the feeling, which is shown on a flashcard, in pantomime. • The students are asked to pantomime the feelings that are shown on the flashcard. • The other students are asked to identify the feeling. <p>Next level:</p> <ul style="list-style-type: none"> • The teacher informs the students that they should now stand in a circle and whisper a feeling into the ear of the child to the right of him / her. This child mimes the feeling and the others have to guess the feeling. • The other students are asked to identify the feeling. <p>Next level:</p> <ul style="list-style-type: none"> • The teacher introduces the combination cards. These are cards on which people (grandma, nurse, ...) are depicted and underneath is the emotional state of these people • The teacher asks the students to pantomime the people and their feelings. • The teacher asks the other students to identify what is depicted. • The students are asked to put themselves in the emotional world of the people depicted. • The students are asked to identify what is depicted. • Students are encouraged to come out and act. • Students are encouraged to take on other roles.
VISUALS Images/videoclip	<ul style="list-style-type: none"> • Flashcards • Combi-Flashcards
TEACHER PREPARATION	<ul style="list-style-type: none"> • To obtain the necessary material before the session • To prepare related visuals • For preparing the flashcards you could look for nice pics on www.pixabay.com
TEACHER'S EVALUATION	<ul style="list-style-type: none"> • Did this activity help students classify feelings? • Did the activity help the students to empathize with and understand the emotions of others? • Did the activity help the students to step out of themselves and to properly classify and show feelings?

	<ul style="list-style-type: none"> Did the activity help students better understand their own feelings and realize that feelings are often not shown and show up in the form of aggression or violence against themselves or others?
Evaluation Questionnaire	<p>To access the questionnaire, you can use the following QR Code (please open the "Photo" application of Your phone, you should find an icon to scan the QR code: target it to the and on the screen You should see a notification to open the webpage that contains the evaluation form). The questionnaire is also available at the following link: www.kidpreneurship.eu/q</p> 

4 Engage with True or False

ACTIVITY NAME	Engage with True or False
OUTPUT NUMBER	IO1
PARTNER	FUTURE FOCUS
ACTIVITY & CLASS	CUR-A4-2 Classes: 5-8 years
DURATION	20 minutes
OBJECTIVES	Main: Curiosity Others:
MATERIALS	<ul style="list-style-type: none"> Pack of sticky notes
LEARNING ACTIVITY METHOD	<ul style="list-style-type: none"> The teacher is to introduce the topic by showing the visuals to the students The teacher gives the student two sticky notes: one that says 'true' and one that says 'false' The teacher makes a statement eg: <i>It is good to swim outdoors when it is thundering and raining</i> The student is encouraged to critically consider whether the statement is in fact true or false The student makes his choice and places the corresponding sticky note down The student is encouraged to explain the thought process behind the chosen sticky note

<p>VISUALS</p> <p>Images/videoclip</p>	<p>WATCH: https://www.youtube.com/watch?v=t9CcHqtReTc</p> <p>WATCH: https://www.youtube.com/watch?v=6vzcQnn1l88</p> 
<p>TEACHER PREPARATION</p>	<ul style="list-style-type: none"> To obtain the necessary material before the session To prepare related visuals <p><u>NOTE for teacher:</u></p> <p>For very young children, it might be the case that the activity cannot be implemented with the videos because they need time to think or need explanation. It would be good to isolate the images and put them on the power point to give them time to think.</p> <p>The theme and questions may need to be proposed in advance.</p>
<p>TEACHER'S EVALUATION</p>	<ul style="list-style-type: none"> Has this activity helped students from discerning between true and false? Has the activity helped students to conduct critical thinking? Has the activity helped students to explore choices and select between them?

5 Reach the Goal

<p>ACTIVITY NAME</p>	<p>Reach the Goal</p>
<p>OUTPUT NUMBER</p>	<p>IO1</p>
<p>PARTNER</p>	<p>FUTURE FOCUS</p>
<p>ACTIVITY & CLASS</p>	<p>CUR-A4-2 Classes: 5-8 years</p>
<p>DURATION</p>	<p>20 minutes</p>
<p>OBJECTIVES</p>	<p>Main: Taking Initiative</p> <p>Others: Creativity</p>
<p>MATERIALS</p>	<p>No specific materials are required for this activity</p>
<p>LEARNING ACTIVITY METHOD</p>	<ul style="list-style-type: none"> The teacher explains the topic by means of the visuals The students are encouraged to think of a goal they would like to reach by the end of the scholastic year In turn, each student says out his goal and the rest of the class gives an example of how they would perform in order to reach the goal

	<ul style="list-style-type: none"> • The student will then say whether the suggestions given were considered by himself to reach his goal • All the children take turns at saying their goal and at hearing possible ways of being successful <p>The goals can be divided into categories so that students are split into groups. In this way the activity can be used to also enhance the skill of teamwork.</p> <p><i>*Examples of goals for teachers to start off the discussion could include:</i></p> <ul style="list-style-type: none"> - <i>Being kinder to my classmates</i> - <i>Doing well in completing school tasks</i> - <i>Sharing more in class</i> - <i>Trying harder to get better grades</i>
<p>VISUALS</p> <p>Images/videoclip</p>	<p>WATCH: https://www.youtube.com/watch?v=KbcDYQ-un-Y</p> <p>WATCH: https://www.youtube.com/watch?v=PBT70BTnNQY</p> <div data-bbox="600 907 1177 1361" style="text-align: center;">  </div>
<p>TEACHER PREPARATION</p>	<ul style="list-style-type: none"> • To prepare related visuals
<p>TEACHER'S EVALUATION</p>	<ul style="list-style-type: none"> • Has this activity helped students in connecting goals with taking initiative? • Have the students understood that in order to reach the desired goal, they need to think of ways on how to get there? • Have the students understood that taking initiative can lead to the desired end? • Has the activity helped students to conduct critical thinking? • How has the activity helped students to explore choices and select between them?

6 "The market"

ACTIVITY NAME	"The market"
OUTPUT NUMBER	IO1

PARTNER	Fondazione Patrizio Paoletti
ACTIVITY & CLASS	Activity: FL-A1 Class: 5-7 years
DURATION	30'/45' in at least three sessions (every 7/14 days) The activity has different steps of preparation and debriefing and therefore will be carried out in more than one session.
OBJECTIVES	a) Explore a production cycle; b) Consider the value of a product, understanding the costs for: 1) materials, 2) time, 3) people, 4) transport c) Get a clearer picture of the value of money in relation to time and labour d) Give everything a value, thus encouraging questions about how much labour is required to produce an item/product
MATERIALS	- educational materials about a production cycle (documentaries, slides, photos or class trips) - ordinary food containers (empty) the children can bring to school in the days leading up to the exercise on the chosen production activity (to study how pasta is made, ears of corn, loose pasta and packets of pasta can be brought into class) - money (photocopies of banknotes and coins) - posters to put up (producer, shop/market)
LEARNING ACTIVITY METHOD	1) Choose a sector in which something is produced and then study this thoroughly in class (growing a crop, animal rearing, a factory), perhaps something that is "common" or "typical" for the local area. 2) The market is then simulated, recreating the entire chain: each product needs to be produced, purchased from the producer by a wholesaler for a certain price and sold on for a higher price etc. Buyers have money. The method is to reproduce the entire process: - Producers and workers - Buyers who resell products and the workers/employees involved (transporters, logistics staff, cashiers etc.) - Buyers who purchase to consume - (Advanced, 10 years or over: public officials who collect taxes and spend them on something for the public; the buyers could have a budget to spend on specific categories) 3) Divide the class into groups as indicated above. Divide the room into zones: production zone, shop/market zone. Indicate the activities using posters. Allocate banknotes and assign targets (the producer must sell what has been made, the trader/seller must purchase and sell, organising transport and retailers/sales agents, the customer must shop to, say, make a bowl of pasta).
VISUALS Images/videoclip	- Pictures, videos or documentaries are used to present a production process to the children (e.g. growing a crop or animal rearing). - Slides or photos that show: A) the space needed and the cost, B) the time needed, C) the number of people who work on this, the cost of those people, D) the animals, the seeds etc.

TEACHER PREPARATION	<p>Preparation:</p> <ol style="list-style-type: none"> 1. Brief teaching sessions to explain the different stages in the production cycle (production, transport and sales) 2. for homework, the children need to collect food containers 3. 1 session 30': photocopy and cut out images of banknotes and coins 4. Actual market activity 30'/45' to be repeated for 3 times 5. 30' Focus group on what has been learnt, after the market activity <p>During the teaching section, various concepts are introduced that are subsequently used by the children. The teacher needs to acquire this information, so it can be taught to the children (cost of labour, cultivation costs, transport costs etc.):</p> <ul style="list-style-type: none"> - the labour required to grow potatoes/wheat or raise chickens for eggs etc. - how a product is taken to a trader/wholesaler (sale, transport) - the trader's costs (storage space, logistics, staff) - depending on the class, the teacher can decide whether intermediate traders are included (e.g. wholesaler versus retailer) - the final cost and the difference compared to the initial cost - depending on the class (from 9/10 years), introduce the concept of taxes <p>All of this information needs to be covered in class before doing the activity. Lesson duration: at least three sessions of 30'/45' (producer/wholesaler/retailer). Market exercise duration: 30'/45', repeated at least twice (changing the students' roles)</p>
TEACHER'S EVALUATION	<ul style="list-style-type: none"> - Has the activity helped the children to form a better understanding of the processes of production, value and purchase? - Have the children been able to carry out the activities required according to the role they had? - Have the children expressed creative/new ideas in carrying out the activity?

7 Questions – book – questions

ACTIVITY NAME	Questions – book - questions
OUTPUT NUMBER	IO1
PARTNER	ArtSmart
ACTIVITY CLASS &	LFM-A1 Class: 5-7 year olds
DURATION	30 minutes
OBJECTIVES	<p>Main: Learn from Mistakes</p> <p>Secondary: to learn that making mistakes is acceptable as after getting extra knowledge they can change their answer or decision.</p>
MATERIALS	<p>A book on some commonly known topic, e.g. space, animals, human body, nature processes, cars (boys) or cooking (girls), etc., which is agreed in the class to be read by the teacher.</p> <p>Notes for teacher to write down the answers class is giving</p>

LEARNING ACTIVITY METHOD	<ul style="list-style-type: none"> • Teacher prepares set of 3 questions (factual type) on topics that will be covered during the reading and ask them to the class BEFORE reading (open questions, asked and answered orally); • Class one by one answers to the questions, teacher writes down the answers; • After the class has answered the questions, teacher reads the book; • After the reading the book teacher asks the class the same questions and emphasizes that if anyone needs, they are allowed to change their mind and answer differently. • After the class answers the questions, teacher starts a discussion about questions, answers and how important it is not to be afraid to make a mistake as it is always possible to correct it.
VISUALS Images/videoclip	n/a
TEACHER PREPARATION	<ul style="list-style-type: none"> • Teacher should prepare (agree with kids before) a book that will be read during the class; • Teacher should prepare 3 questions (factual type) whose answers are in the text that will be read
TEACHER'S EVALUATION	<ul style="list-style-type: none"> • Has the activity helped kids to conduct critical thinking? • Has this activity helped kids to change their mind if they understand that they were wrong at some point? • Has this activity helped kids not to be upset if they understand that they were wrong but could change their mind?

8 What is the value?

ACTIVITY NAME	What is the value?
OUTPUT NUMBER	IO1
PARTNER	ArtSmart
ACTIVITY & CLASS	FL_A4 Class: 5-7 year olds
DURATION	30 minutes
OBJECTIVES	Main: Learn that different things have different value. And to have one thing, we usually have to give up from something else, which is an overall lesson this activity should teach. Secondary: Strengthen the skill of counting
MATERIALS	Cards with different things that kids see and use in their everyday life. Prepared designs of cards: <ul style="list-style-type: none"> • Candy bar • Apple • Ice Cream • Milk • Teddy Bear • Bicycle • Computer

	<p>Teacher can prepare additional cards on necessity. Cards should be printed before the class, preferably with colors. The size is not predefined, they can be A6 or A7 or different sizes, the most valuable cards can be the largest ones.</p> <p>Amount of cards also is not predefined, however the least valuable things should be printed the most and teacher should follow that “Exchange rates” of things function.</p> <p>“Exchange rates” can be the following (can be changed by teacher):</p> <ul style="list-style-type: none"> • 1 Apple is 1 Candy Bar • 1 Ice Cream is 2 Candy Bars or Apples • 1 Milk is 2 Ice Creams • 1 Teddy Bear is 5 Milk packages • 1 Bicycle is 10 Teddy Bears • 1 Computer is 5 Bicycles <p><i>To Sumup - 1 Computer is 1000 Candy Bars ☺</i></p>
LEARNING ACTIVITY METHOD	<ul style="list-style-type: none"> • Teacher prepares the cards, at least 1 Computer, at least 5 bicycles, at least 10 teddy bears, at least 10 milk cards, at least 20 ice creams Candy Bars and apple cards. • Teacher can either act as a “bank” and exchange less valuable cards to more valuable or give out all cards to the class and let the kids themselves to make exchanges; • During the process teacher emphasizes that to get something, one should give up from some thing else. Or in everyday life, if kid wants a new Teddy Bear, it is worth something, in this case 10 Ice Creams. • The activity can be done until the end of the class or while most of the kids get to what they desire the most.
VISUALS Images/videoclip	Card design examples are attached
TEACHER PREPARATION	Teacher should prepare cards, minimal amount listed above in “Materials”, however, the larger is the group, the more cards should be prepared. Teacher can introduce its own cards or its own “exchange rates”
TEACHER’S EVALUATION	<ul style="list-style-type: none"> • Has the activity helped kids to conduct critical thinking? • Has the activity helped kids to understand that everything has some value • Has the activity helped kids to develop its skill of counting and basic maths.

9 You are my eyes

ACTIVITY NAME	You are my eyes
OUTPUT NUMBER	IO1
PARTNER	ArtSmart
ACTIVITY & CLASS	TW-A2 Kids 5-7 year olds
DURATION	30 minutes
OBJECTIVES	<p>Main: to learn to work in teams</p> <p>Secondary:</p> <ul style="list-style-type: none"> • learn to trust and listen to teammates and act according to their commands. • In the team - learn not to talk all at a time

	<ul style="list-style-type: none"> • Learn to compete
MATERIALS	<ul style="list-style-type: none"> • Scarf or other clothing that can cover the eyes. • Teacher will need a device with which to take time (e.g. chronometer)
LEARNING ACTIVITY METHOD	<ul style="list-style-type: none"> • The class is being divided in to teams of 2-4 kids (preferably 4 members per team); • Teacher explains the rules to the kids – one team member will have the eyes closed, while others will have to give instructions and lead the team member with the closed eyes to the “target” without touching (only with talking). • Preferably that teacher explains the class, that for the team it is preferably not to talk all together as then the one with closed eyes may get confused; • If the class wants to add an element of competition, teacher will take the time of each performance • The activity can be taken either indoors or outdoors • Team one by one covers eyes of one of its members and tries to reach the target. If there is an competition, teacher takes the time of each time. • For classes with smaller kids it is preferable to repeat which is “right” side and which is “left” side; • By necessity first time can be led by teacher in one team, so kids would feel more secure • After each team had one attempt, teacher can present, which team was the fastest. Teacher can express its observations from the first round and have a short discussion with the class. • The activity is being continued till every member of each team was the one with the closed eyes.
VISUALS Images/videoclip	
TEACHER PREPARATION	<p>Teacher should prepare:</p> <ul style="list-style-type: none"> • a scarf or similar material with which the eyes of participants will be closed; • a “target” that the one with closed eyes should reach (it can be anything, e.g. a tree in the yard or a chair in the another room if the activity is being held indoors; • a timer, if the class agrees to have a competition among the teams.
TEACHER’S EVALUATION	<ul style="list-style-type: none"> • Has the activity helped kids to learn to work in teams? • Has the activity helped kids to trust to each other? • Has the activity helped kids to listen to teammates and act according to their commands? • Has the activity helped the kids to learn to divide roles in the team (not to talk all at a same time)? • Has the activity helped kids learn to compete?

10 Counting game

ACTIVITY NAME	Counting game
OUTPUT NUMBER	IO 1

PARTNER	Mazais Princis
ACTIVITY & CLASS	FL –A7 Class 5-7 years
DURATION	30min
OBJECTIVES	Main – Financial education
MATERIALS	3 dice A scorecard representing one surface of the dice Tokens (in annex1.3.) OR use some available materials, like, shells, beans, wood sticks, small rocks, acorns, stickers
LEARNING ACTIVITY METHOD	<p>The rules of the game – kids are in circle and the game beginner rolls 3 pieces of dice, he/she counts up the total amount of points he/she got in their roll and places the relevant scorecards in front of him/her. After the roll he/she passes the 3 dice to the next person on the left and he/she repeats previous actions until a full circle is made.</p> <p>During the several rounds, once a kid has reached 15 points or more, he/she rises their hand, gets a token from the teacher and restarts counting in the next round. At least 5 rounds should be played so everyone gets at least 1 token.</p> <p>Individual work Kids activity:</p> <ol style="list-style-type: none"> 1. Children place several sets of scorecards in the centre of the circle for everybody to reach; 2. Children choose a game beginner by choice; 3. Roll the dice, put the relevant cards in front of you, score points; 4. When 15 points are reached, raise your hand. <p>Teachers' activity:</p> <ul style="list-style-type: none"> • Explains the rules of the game. • Encourages, checks and helps. • For each win, a token is awarded to the winner.
VISUALS Images/ videoclip	<p>Colouring and ready to use template for cards in Annex 1.1 Use dice with numbers or dots 1-6 (not included) OR cut out and glue dice from Annex.1.2</p> 
TEACHER PREPARATION	Prepare scorecards, 3 dice and tokens.
TEACHER'S EVALUATION	<p>Does this activity develop skill of financial education? Yes. No. Partly. Are children able to follow the rules? Are children having difficulty doing math? Is there a need for note sheet?</p>

11 Going to shop/market Excursion to the store

ACTIVITY NAME	Going to shop/market Excursion to the store
OUTPUT NUMBER	IO 1
PARTNER	Mazais Princis

ACTIVITY & CLASS	CUR A-6 Classes 5-7 years
DURATION	30min+30min
OBJECTIVES	Main: Curiosity
MATERIALS	Pencils, cardboard sheets per each student
LEARNING ACTIVITY METHOD	Individual work Kids: <ul style="list-style-type: none"> • Group/class goes to the nearest store. • Examine the placed goods. • Record /write down prices and names. • Describes the diversity of goods in their own words, names differences, describes them as placed. Ask about vague (ask about what they don't understand or know). Faces dialogue. Teacher: <ul style="list-style-type: none"> • Names the professions of employees who work in the store and explains their work duties. • Encourages to find out the prices of the specified product. • When returning to the group / classroom/ institution, it is encouraged to talk about the experience and ask questions. • Encourages to build a list: Lower price, people's favorite, etc
VISUALS Images/ videoclip	Template for task in annex 1.1
TEACHER PREPARATION	<ul style="list-style-type: none"> • Repeat the security/safety rules when going outside the premises of the institution, behaving on street and in public places. • Cooperation with parents, excursion permit
TEACHERS' EVALUATION	<ul style="list-style-type: none"> • Are kids able to Answer the questions • Are kids able to hold attention to do the tasks • Are kids able to do Research and write down prices • Are kids able to name professions of store employees • Does this activity develop skill of curiosity? Yes. No. Partly.

12 Issuing Money

ACTIVITY NAME	Issuing Money
OUTPUT NUMBER	IO 1
PARTNER	Indicated by VVI-Foundation (described by Mazais Princis)
ACTIVITY & CLASS	FL – A6 Classes 5-7 years
DURATION	30min
OBJECTIVES	Main – Financial Education Others – Curiosity, Creativity
MATERIALS	Scissors, ruler, cardboard, paper, colored pencils, paint, brushes, water
LEARNING ACTIVITY METHOD	Individual work <u>Childrens' activities:</u> Watch the video Explore the offered banknotes and coins

	<p>Paint your own banknotes, Designing your own coins and banknotes Try to understand the meaning of the denomination:</p> <ul style="list-style-type: none"> Use smaller samples of banknotes for lowest denomination and (in ascending) use biggest banknote for most valuable. Example in Annex 1.1 <p><u>Teacher activities:</u> Display information material on currencies in the EU and some other countries. To help students understand the nominal, mutual value of monetary units. Offer an opportunity to tell and talk about what is drawn</p>
VISUALS Images/ videoclip	<p>Example of banknote samples Annex.1.1 Visual material. Currency in EU and some other countries. Annex 1.2</p> <p>https://www.youtube.com/watch?v=3hrx8WK2TH0 (Video about banknotes and coins in EU) http://www.kickvick.com/beautiful-country-currency/ (images about Currency) https://www.youtube.com/watch?v=zoEUhZ_XEOI (video about the most beautiful currencies in the world) https://www.youtube.com/watch?v=D-ZGcpouxg</p>
TEACHERPREPARATION	<p>Prepare visual materials. Print visual materials - banknotes</p> <p>Prepare a video on your computer or on a smart board</p>
TEACHER'S EVALUATION	<p>Does this activity develop skill of financial education, curiosity, creativity? Yes. No. Partly. Do they ask questions to help with the task? Are children interested in this task, are they taking the initiative to act, create, discuss? Do children understand the meaning of nominal and are able to assess appropriately? What is the range of nominal they can calculate freely?</p>

13 Master of my money

ACTIVITY NAME	Master of my money
OUTPUT NUMBER	IO 1
PARTNER	Mazais Princis
ACTIVITY & CLASS	FL –A2 Class 5-7 years
DURATION	30min
OBJECTIVES	Main – Financial education
TEACHER PREPARATION	Repeat money banknote denominations, investigate/ find prices for desired product, which kids would buy - find the place where it can be purchased. E.g., teddy bear, book, toy car, lego, ice cream, puppy, ship, dress and toy catalogue.
MATERIALS	Gaming/"play" banknotes; money box/ savings bank (not included) One Notebook (not included) Template for the task Annex 1.1
LEARNING	Task/assignment

ACTIVITY METHOD	<ol style="list-style-type: none"> 1. Think about the purpose for which the money will be saved; 2. Research the offer; 3. Save "play" money in a money box/ savings bank <p>Kids activities</p> <ol style="list-style-type: none"> 1. Choose the reason for the subject of save money; 2. Discuss what are the ways to earn income; 3. Discuss how the money will be saved over a length of time. 4. With the help of the teacher make calculations on how much money should be put in the savings bank/ money box. 5. Discuss how you can get your favorite belongings - books, toys - during the accumulation period. 6. Fill in the templates and put/glue them in the notebook, and discuss it with group members <p>Teachers' activities</p> <ol style="list-style-type: none"> 1. Hand out the templates and offer the kids options of objects to choose from. 2. During discussions help children find out and find ways on where and how to buy chosen things. 3. Encourage children to research prices on how to save money by using catalogue or online 4. Practice how not to waste your savings, how to exchange things with your friends. 5. Encourage the kids to create a book with illustrations - "How we saved money"
VISUALS Images/ videoclip	
TEACHER EVALUATION	Does this activity develop skill of financial education? Yes. No. Partly. Are children willing to take part in discussion?

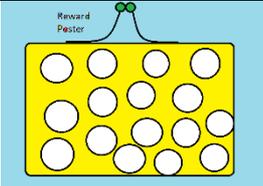
14 "We produce, advertise, sell"

ACTIVITY NAME	"We produce, advertise, sell"
OUTPUT NUMBER	IO1
PARTNER	Mazais Princis
ACTIVITY & CLASS	DG – A5 Classes 5-7 years
DURATION	30min+ 30min +30min
OBJECTIVES	Main - define a goal Others - taking initiative, team working and communication
MATERIALS	Paper, cardboard, cloth, foam, straws, buttons, paper plates and cups, nature materials, glue, scissors, markers, adhesive tape, etc. available materials.
LEARNING ACTIVITY METHOD	<p>Group work</p> <p>Children are divided into teams, of their choice, agree on a leader whose task is to lead the whole team</p> <p>Kids activity</p> <ol style="list-style-type: none"> 1. Figure out what to make from the available materials and make it OR propose some kind of service (singing, reading, looking after pets, cleaning, baking). Kids work creatively, expresses proposals, exchanges views. 2. Choose what to make and ways to advertise the product (will it be a poster, a performance, or maybe a video)

	<p>3. Agree on a price of the final product or service</p> <p>4. Perform/present your work to the other teams.</p> <p>Teachers' activity</p> <p>1. Discuss work with the whole class.</p> <p>2. Ask children prompting questions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Why will you create this particular product? <input type="checkbox"/> Why do you think that people should pay this amount of money for this product? <input type="checkbox"/> Who will be the main consumers for this product? <p>3. Encourage children to look at the whole performance and discuss its usefulness.</p>
VISUALS Images/ videoclip	
TEACHER PREPARATION	Divide children into groups, choose the materials they are interested in, repeat the sequence of activities, agree on the thing to be made, how it will be advertised and how much it will cost.
TEACHER EVALUATION	Does this activity develop skill of defining a goal, teamworking, initiative? Yes. No. Partly.
	Were the roles in the team divided and everyone got involved? According to roles, did everybody do their task?

15 Reward Poster

ACTIVITY NAME	Reward Poster
OUTPUT NUMBER	IO1
PARTNER	Akademie für PB = Mazais Princis
ACTIVITY & CLASS	FL – A3 Classes 5-7 years
DURATION	Every day for 5-15min, week long
OBJECTIVES	Main – Financial education Others – defining a goal
MATERIALS	Template of object in Annex 1.1
LEARNING ACTIVITY METHOD	<p>This is a weekly task.</p> <p>Dealing with money, especially saving, always has something to do with working towards something specific. We, and our children too, cannot always have everything immediately.</p> <p>That's why it's important to have goals. They help us to persevere, to be more motivated and more focused.</p> <p><u>In the beginning of the week</u> the teacher explains the meaning of this poster.</p> <p>The reward poster supports children on this path and it also develops good savings habits.</p> <p>How it works?</p> <ol style="list-style-type: none"> 1. Each child receives a template from e.g. a cherry tree with white cherries, all of which must be painted red (not included). Or wallet with non-colored coins (in annex1.1)

	<p>2. You only get red cherries for one service. Or you can colour one coin for one task</p> <p>3. The tasks are presented at the beginning of the week.</p> <p>4. This is how you visualize the way to the goal together.</p> <p>In the end of the week, the teacher holds a discussion on whether the goal has been reached and how all the kids are having their posters filled.</p>
VISUALS Images/ videoclip	 <p>Annex1.1</p>
TEACHER PREPARATION	Prepare a list of weekly tasks for which an award is due
TEACHER'S EVALUATION	<ul style="list-style-type: none"> Does this activity develop skill of financial education and defining a goal? Yes. No. Partly. Is student/kid showing initiative in completing the tasks Is the competition between students/kids healthy?

16 Fantasy-Jungle

ACTIVITY NAME	Talking about associations – Fantasy-Jungle
OUTPUT NUMBER	IO1
PARTNER	Akademie für Politische Bildung und demokratiefördernde Maßnahmen
ACTIVITY & CLASS	CREA-A3-1 Classes: 5-7 years
DURATION	30 minutes
OBJECTIVES	Main: Creativity Others:
MATERIALS	<ul style="list-style-type: none"> Stones, branches, everything that can be found in nature
LEARNING ACTIVITY METHOD	<ul style="list-style-type: none"> The teacher introduces the topic by showing the students an object (e.g.: a stone) and inventing a story about it. The teacher goes out into nature with the students and each child looks for an object to which he or she ascribes a story. The teacher gives a specific time for each story. When all the children have told their story, they are given a task: They should use the counter stones to make a junk sculpture. The student is asked to describe the object and then invent a story about it. The student describes the subject and tells the story. The student is encouraged to explain the thought process behind the chosen story The students are asked to form a junk sculpture from the objects and to describe it. <p>Variations:</p> <ul style="list-style-type: none"> Groups can be formed to invent a story together.

	<ul style="list-style-type: none"> An object can be presented and all students come up with a story together by always adding one sentence after the other to the previous sentence, creating a dynamic that is difficult for the students to plan and which requires flexibility in thinking.
VISUALS Images	Alternatively, picture cards can also be offered.
TEACHER PREPARATION	<ul style="list-style-type: none"> Take an object from nature with you Prepare a sample story for this
TEACHER'S EVALUATION	<ul style="list-style-type: none"> Did this activity help the students develop creativity? Did the activity help students think critically? Did the activity help students think outside the box?
EVALUATION QUESTIONNAIRE	<p>To access the questionnaire, you can use the following QR Code (please open the "Photo" application of Your phone, you should find an icon to scan the QR code: target it to the and on the screen You should see a notification to open the webpage that contains the evaluation form). The questionnaire is also available at the following link: www.kidpreneurship.eu/q</p> 

17 The Marshmallow Spaghetti Tower

ACTIVITY NAME	The Marshmallow Spaghetti Tower
OUTPUT NUMBER	IO1
PARTNER	Akademie für Politische Bildung und demokratiefördernde Maßnahmen
ACTIVITY & CLASS	TW-A7 Classes: 5-7 years
DURATION	30 minutes
OBJECTIVES	Main: Team working and communication Others: Creativity
MATERIALS	<ul style="list-style-type: none"> 20 of the THICKEST sticks of Spaghetti 1 yard of tape 1 yard of string a single Marshmallow
LEARNING ACTIVITY METHOD	<ul style="list-style-type: none"> The teacher explains the routine of the exercise. The teacher divides the groups. The teacher gives the groups their materials. The teacher assigns the groups a room that is not open to the other groups. The teacher gives 20 minutes for the exercise.

	<ul style="list-style-type: none"> • The teacher then asks each group to choose a moderator for their team who has to present this built tower to a team of investors. • Students are encouraged to reflect critically on the extent to which they have or have not worked well together as a team. • The students are asked to sense within themselves whether or not they felt good during the group work. • Students are asked to provide feedback on why they felt good or not. • The students are asked to reflect on how their actions, which became visible during the exercise, can also be applied or compared to other situations. • Students are encouraged to reflect and verbalize communication patterns.
VISUALS Images/videoclip	WATCH: https://www.youtube.com/watch?v=7BExiT0JFGg
TEACHER PREPARATION	<ul style="list-style-type: none"> • To obtain the necessary material before the session
TEACHER'S EVALUATION	<ul style="list-style-type: none"> • Did this activity help the students to see that their actions and actions have an impact on the sense of community and also on the results to be achieved? • Did the activity help the students to critically reflect on communication processes or courses of action in a group? • Did the activity help the students understand that teamwork is important?
Evaluation Questionnaire	<p>To access the questionnaire, you can use the following QR Code (please open the "Photo" application of Your phone, you should find an icon to scan the QR code: target it to the and on the screen You should see a notification to open the webpage that contains the evaluation form). The questionnaire is also available at the following link: www.kidpreneurship.eu/q</p> 

18 Make me a drawing tool

ACTIVITY NAME	Make me a drawing tool.
OUTPUT NUMBER	IO1
PARTNER	Indicated by ArtSmart (described in the template by SYNTHESIS)
ACTIVITY & CLASS	CREA-A1 Classes: 5-7 years old
DURATION	30 minutes
OBJECTIVES	- To enhance students' creativity skills

	<ul style="list-style-type: none"> - To explore different ideas and solutions to challenges - To experiment with different approaches to solve a problem - To combine different solutions to achieve a desirable result
MATERIALS	<ul style="list-style-type: none"> - flowers' petals in different colours - leaves - small brunches - paper straws - any other alternative drawing tool
LEARNING ACTIVITY METHOD	<ul style="list-style-type: none"> - The teacher can introduce the students to drawing with unusual ways and objects by telling a story that will trigger their imagination. For example, <i>"Imagine that we have travelled back in time, in the ancient times. Those times the paper was something unknown. Our mission is to show the cavemen how they can draw on a piece of paper. But.... we forgot to take our coloured pencils with us! Now, what are we going to do? These people do not know what paints and brushes are! They have never seen such tools in their life! Can you think of other ways to create colours? What other objects can we use to draw?"</i> - The teacher draws two columns on board. - First, the students start to share their ideas on creating colours (e.g., put flower petals in water). The teacher lists their ideas in one of the two columns on the board. - Then, they brainstorm about objects they could use for drawing instead of brushes (e.g., blow coloured water through a drinking straw). The teacher lists their ideas on the other column on the board. - The teacher hands out drawing papers to the students but not coloured pencils or any other paint. - Then she explains to the students that they will try if the ideas they had can work. If the school is in nature, the class could search for objects around the area. Otherwise, the teachers can bring such objects into the classroom and help students experiment.
VISUALS Images/videoclip	See material
TEACHER PREPARATION	<p>If the school is in a city, the teacher should collect and bring objects in the classroom to produce colours and draw on paper.</p> <p>-If the school is in nature, the teacher can schedule a short nearby excursion with the students to search and collect the objects by themselves. Depending on the size of the class, an assistant teacher might be needed.</p>
TEACHER'S EVALUATION	<p>The teacher will evaluate:</p> <ul style="list-style-type: none"> - The number of ideas the students will generate. - The number of unique ideas generated. - The students' commitment in the process of finding new/alternative ways of drawing.

19 Never ending end

ACTIVITY NAME	Never ending end
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OUTPUT NUMBER	IO1
PARTNER	Indicated by Akademie für PB (described in the template by SYNTHESIS)
ACTIVITY & CLASS	CUR-A4-1 Classes: 5-7 years old
DURATION	30 minutes
OBJECTIVES	The activity will help students to develop, practice and improve their critical thinking skills and more specifically their: <ul style="list-style-type: none"> - observation skills - analytical skills - inference/deductive skills
MATERIALS	<ul style="list-style-type: none"> - Printed book or e-book with a story to read to the students. OR <ul style="list-style-type: none"> - Printed or digital pictures that the teacher can show to the students while telling a story
LEARNING ACTIVITY METHOD	The teacher reads or tells a story to the students. Near the end of it, the teacher takes a moment to stop, and asks the students how they think the story will end. For example, “ <i>Will Scar (from The Lion King) win?</i> ” The teacher listens to their answers. Asks them to explain their choice and have fun with the discussion – it can be silly and fun but should offer some form of logic to keep the critical thinking juices flowing.
VISUALS Images/videoclip	See material
TEACHER PREPARATION	<ul style="list-style-type: none"> - The teacher selects a story to read or tell the students. - Prints pictures or uses electronic devices to show pictures related to the story
TEACHER'S EVALUATION	The teacher will evaluate: <ul style="list-style-type: none"> - The students' observation skills - The students' analytical skills - The students' inference skills

20 Children's Olympics

ACTIVITY NAME	Children's Olympics.
OUTPUT NUMBER	IO1
PARTNER	Indicated by Akademie für PB (described in the template by SYNTHESIS)
ACTIVITY & CLASS	TI-A2 Classes: 5-7 years old
DURATION	1h-3h (Depending on how many games the teacher will choose)
OBJECTIVES	<ul style="list-style-type: none"> - To enhance students' initiative skills

	<ul style="list-style-type: none"> - To promote mutual collaboration - To advance in perseverance
MATERIALS	<ul style="list-style-type: none"> - rope - a chair - cardboard box - beverage crate - clothesline - folding rule - sack, sleeping bag or coffee bag - rubber boot - tape measure
LEARNING ACTIVITY METHOD	<p>Children's competitions, such as a children's Olympics, are particularly diverse and varied. Lots of small games are played one after the other and result in several competitions for children. Some of the games the teacher can include in this kind of competitions are the following:</p> <p>Wheelbarrow: Two children are a team. One child stands in the back and grabs the legs of the child in front. This is supported with the hands on the floor. They move as a wheelbarrow. The challenge is not to lift their legs too high and not to push too hard from behind.</p> <p>Three-legged walk: In the three-legged walk, two children form a team. Before the run begins, the right leg of one and the left of the other are tied together. As a three-legged team, they must try to cross the finish line as quickly as possible without falling.</p> <p>Obstacle race: The obstacle race is carried out as a relay. The children must cross various obstacles to get to a chair at the end, on which they must sit down briefly and then walk back down the course. Obstacles can be an open cardboard box that the children must crawl through, an upturned beverage crate to climb over, a taut clothesline that they must jump over and a folding rule to balance. The team where all players finish first wins.</p> <p>Sack race: Two children compete against each other. They are in a sack, sleeping bag or coffee bag. They must hop along a marked route. If they fall, they must go back to the start line and start again. This game requires a lot of skill and perseverance.</p> <p>Animal Experts: All children stand in a line about ten paces from the game master. The game master names a letter to the children. The child who first names an animal with this letter can move one step forward. Whoever can name the most correct animals wins the game.</p> <p>Rubber boot throwing: In this group game, each child stands at the starting line and tries to throw the rubber boot as far as possible. There is a tape measure on the side-line to measure the width. Whoever throws the furthest wins.</p>
VISUALS Images/videoclip	See material
TEACHER PREPARATION	<ul style="list-style-type: none"> - The teacher will have to select the games to include in the Children's Olympics depending on their duration. - For each game, the teacher will have to see which objects are needed, which ones are available in the school, and which s/he will have to buy. - Print Certificates for the participants. - Create or buy awards for the winners.

	- Engage other colleagues and/or parents to assist during the event.
TEACHER'S EVALUATION	The teacher will evaluate: <ul style="list-style-type: none"> - The extend to which the children follow the rules of each game. - How they deal with defeat. - The extend of their cooperation with their teammates.

21 The Paper Tower

ACTIVITY NAME	The Paper Tower
OUTPUT NUMBER	IO1
PARTNER	Akademie für Politische Bildung und demokratiefördernde Maßnahmen
ACTIVITY & CLASS	CREA-A3-1 Classes: 5-7 years
DURATION	30 minutes
OBJECTIVES	Main: Creativity Others: Teambuilding & Communication
MATERIALS	<ul style="list-style-type: none"> • Pack of papers (A4) <p>Or</p> <ul style="list-style-type: none"> • Newspaper • Tape • Scissors • Measuring Tool • Ball
LEARNING ACTIVITY METHOD	<ul style="list-style-type: none"> • The teacher introduces the topic by giving verbal guidance to the students. (The students have to try together to build the highest possible tower from the provided paper in the given time or with a newspaper, a tape, a pair of scissors, a measuring device and a ball on top) • The teacher divides the students into groups • The teacher gives each group a pack of paper • The teacher gives each group a space where they can work undisturbed and where the other groups cannot observe their activities. • The teacher sets the time • The students are asked to build the highest possible tower together in a group in a given time. • The students are then asked to reflet why the tower could be built so high or not so high. • The students are asked to reflect on who has taken the lead in the group and who has not been very involved. • The pupils are asked to reflect on how this knowledge can be transferred to everyday life. So how positive can be concluded from it, but also some actions and communication processes can be improved. • Students are encouraged to reconsider and explain their actions.
VISUALS Images/videoclip	https://www.youtube.com/watch?v=Vkzt6IBVsYA

	https://www.youtube.com/watch?v=0954ThhDf44
TEACHER PREPARATION	<ul style="list-style-type: none"> To obtain the necessary material before the session
TEACHER'S EVALUATION	<ul style="list-style-type: none"> Did this activity help the students develop creativity in between? Did this activity help to stimulate the students to reflect on their actions in the team? Did this activity help students realize the importance of team communication in order to achieve the best possible result together?
Evaluation Questionnaire	<p>To access the questionnaire, you can use the following QR Code (please open the "Photo" application of Your phone, you should find an icon to scan the QR code: target it to the and on the screen You should see a notification to open the webpage that contains the evaluation form). The questionnaire is also available at the following link: www.kidpreneurship.eu/g</p> 

22 Imprint

ACTIVITY NAME	Imprint
OUTPUT NUMBER	IO1
PARTNER	"Values, Virtues, Integrity" Foundation
ACTIVITY & CLASS	CREATIVITY Classes: 5-7 years
DURATION	30 min
OBJECTIVES	<p>Main: To help kids develop their creativity and imagination</p> <p>Other: Curiosity Taking initiative Team work and communication To learn about symetry</p>
MATERIALS	<p>Oil/tempera paints different colors.</p> <p>Two pieces of hardboard (recommended) or canvas (35x50) per a group of 5-6 children</p> <p>Wet wipes (to remove paints from hands/fingers);</p> <p>Aprons (to protect clothes)</p> <p>Painting brushes or palette knives (if fingers are not enough)</p>
LEARNING ACTIVITY METHOD	<p>First the teacher explains to the group what is symetry and gives simple examples of how to complete an object in a symmetrical way .</p> <p>The learning method is group finger-painting. This is a collective creative process that involves everybody.</p> <p>VERSION 1</p>

	<p>In the activity children get the task to paint an object which has a mirror image.</p> <p>The painting is a diptych – two parts of a cardboard/fiberboard or other solid material with same size. It is important that children use a lot of paint in order to cover the symmetrical part too.</p> <p>The most popular example is a butterfly. On one part of the card/fiber-board the participants squeeze different colors of (oil) paints, forming one half of the butterfly. Then they put the other part of the card/fiberboard on it, push the two against each other and then detach them. Thus they have a mirror image of the other part of the butterfly and just form the painting on both parts of the diptych.</p> <p>The kids should first think of what could be drawn this way and then do it as a real product – this could be an airplane, flying saucer, centipede, human face (smiling or frowning), etc.</p> <p><u>VERSION 2</u></p> <p>The process is similar to the described above. The participants squeeze different colors of oil paints in the center of a cardboard, fiberboard, or other stiff surface suitable for painting), stick a cardboard/fiberboard of the same size on it, push and then detach.</p> <p>This way on both surfaces they have an almost identical image. The group splits in two small groups that work independently on finishing this abstract painting.</p> <p>One of the groups could work inside-out (from the imprinted image in the center to the periphery of the canvas). The other group could work outside-in, i.e. to liken the imprinted image to something (for example, a bunch of flowers, but also anything else) and to put it in the respective context (for example to draw a vase for the flowers, or accordingly).</p> <p>At the end of the creative process, the participants will have two beautiful paintings that have started from one and the same initial point, but developed into a different finish.</p>
<p>VISUALS</p> <p>Images/videoclip</p>	<p><u>VERSION 1</u></p> 



Another example of VERSION 1



VERSION 2





Another example of VERSION 2
 (two different paintings from one and the same spot)



Source for all images: Past projects photo archive of “Values, Virtues, Integrity” Foundation

TEACHER PREPARATION

The teacher must secure that in this activity participants are involved in the interactive creative process firstly by squeezing the oil paints so that they fill the circle, the butterfly wing or any other form on the hardboard. The spot must be all filled with a big amount of oil paint.

After all the space is filled, the second piece of hardboard is put over and the participants press it hard in order to get stuck to the oil paints. The teacher should make sure that the two parts of the future painting are precisely placed one on the top of the other.

After few minutes with the support of the children holding the hardboard below the teacher quickly lifts the upper hardboard with the footprint from the oil paints. Normally the forms will be mirrored, but in case there are some empty spots on the second canvas, it is possible to gently put it again and press harder in order all the space in the object to be filled with a lot of paint.

	After separating the hardboards there are two options to finish the paintings – using palette knife to work inside the spots or to work with fingers outside the spots. General instructions of background creation with oil paints are given and the participants use their imagination to create forms or abstracts out of the colourful spots.
TEACHER'S EVALUATION	Did children cooperate well in the groups?? Did they understand the concept of mirroring? Did the exercise develop children's creativity?

23 Landscape out of stains

ACTIVITY NAME	Landscape out of stains
OUTPUT NUMBER	IO1
PARTNER	“Values, Virtues, Integrity” Foundation
ACTIVITY & CLASS	How to define a goal Classes: pre-school (5-7 years old)
DURATION	30 min
OBJECTIVES	<ul style="list-style-type: none"> - To guide children through a creative process of goal setting - To boost teamwork and cooperation within the group - To develop children's imagination
MATERIALS	<ul style="list-style-type: none"> - Finger paints – oil paints could be used or creamy finger paints for kids- one set of paints per group of 5-6 children - wet wipes- 4-5 packs - canvas or big sheet of paper- one per group of 5-6 children - aprons to protect clothes- one per child
LEARNING ACTIVITY METHOD	<p>The class is divided into groups of 5-6 children. Each group is sitting on a different table with a set of materials. For classes up to twenty children it is recommended to have at least two teachers or a teacher and a support person for this activity.</p> <p>The teacher starts with explanation on how to use the paints and short demonstration with fingers. At once on the finger should be put an amount as big as a pea grain. It must be clear for children to wipe their hands after changing each colour. The teacher guides the groups through the following steps:</p> <ol style="list-style-type: none"> 1) Divide the paper/canvas into two parts with a horizontal line- the first part is twice bigger than the other. 2) The smaller part is divided into 5 or 6 abstract spots and each child picks up a different colour and starts filling the spot with fingerpainting until everything is covered with paint. 3) Work on the bigger part – each child is picking a different colour and makes small dots on the painting with fingers. 4) After wiping their fingers from the different colours, children use the white paint to go through the dots with only left-right movements 5) Children use their hands, making a fast movement from one end to the other – thus clouds in the sky should be formed. They wipe their hands before repeating the movement. 6) Once the sky is ready, it is the right time to ask children what they would like to have on the painting- to observe the form and colours of the abstract spots and ask them how they can transform them into forms and objects they know – maybe a lake, mountain, tree or whatever their imagination brings.

	7) Let children experiment with the technique until they finally get the image they have planned (or a satisfying result).
VISUALS Images/videoclip	<p>The process held in a family-type accommodation center for children and youths without disabilities in Sofia, Bulgaria under the project "Together we create in Lyulin's Crimea", May 6, 2017 http://www.vvifoundation.org/en/gallery/together-we-create-at-the-lyulins-crimea-project</p> 

	Source for all images: Past projects photo archive of “Values, Virtues, Integrity” Foundation
TEACHER PREPARATION	<p>The teacher must test the activity first.</p> <p>Before the activity the teacher should prepare several working tables for the children (one per group of 5-6 children). It could be less children in case there is lack of discipline in the group.</p> <p>During the activity the teacher /support person should be prepared to assist children in wiping hands and changing colours.</p> <p>Important part of the exercise is all children to work on the group paintings simultaneously during the activity. Usually at some point some children step back and others take the lead – observe the situations and ask them after the activity what has happened.</p>
TEACHER'S EVALUATION	<p>Through this activity the teacher can evaluate the following topics:</p> <ul style="list-style-type: none"> - Did the group work as a team? Was there a leader? - Were they able to set a common goal and follow it till the end?

24 What is my profession?

ACTIVITY NAME	What is my profession?
OUTPUT NUMBER	IO1
PARTNER	VVI Foundation
ACTIVITY & CLASS	Curiosity - A7 5-7 y.o.
DURATION	30 min
OBJECTIVES	<ul style="list-style-type: none"> - To develop curiosity in children - To teach children about different professions - To boost creativity through role-playing
MATERIALS	<ul style="list-style-type: none"> - A white sheet (approximately 3,5m x 2m) - Rope – around 4 m long - 12-15 tongs - A source of light – projector, multimedia or mobile phone flashlight <p>Disclaimer: In order to perform the exercise you need a dark room</p>
LEARNING ACTIVITY METHOD	<p>Shadow theater is a really simple and interesting form of art to perform and very suitable to provoke curiosity in children. Chinese shadow theater uses figures made out of cardboard or other materials but in our case we work with the bodies of children. The activity is quite suitable for "shy" children as they feel the "protection" of the sheet between them and the audience and act more spontaneously. In case the teacher decides to implement the activity without the sheet, this added value will be missing and some children might not have the courage to perform in front of others.</p> <p>At the start of the activity the teacher introduces to the children the „scene” and the „audience” part of the room. Each child is invited to the scene in order to pass close to the sheet and get to know the shadow.</p>

	<p>The group is divided in two parts . The teacher gives to some of the children cards with a picture of a profession and asks them one by one to go at the other side of the sheet and perform the profession they saw on the card. By observing their shadow the rest of the group should guess what is the profession. The actor stops performing when the audience has guessed the role.</p> <p>Optional the rest of the children can receive cards with pictures of animals and repeat the exercise.</p>
<p>VISUALS Images/videoclip</p>	 <p>Source: Shadow theater with children. Young Players Theater. August 5th, 2010, http://youngplayerstheater.blogspot.com/2010/08/flying-carpet.html</p>
<p>TEACHER PREPARATION</p>	<p>1) The teacher has to create the stage by hanging somewhere the large sheet. Make sure this sheet is well pulled and flat, without any wrinkle (consider ironing it first). To hang the sheet we may use a long rope that we tie somewhere up in the room and tongs to attach the sheet. Another option is to use a long enough stick that we'll pass through a special duct we sew on the sheet before. Then we fix the sheet in the middle of the room or wherever it is possible to divide the room in two. It is very important to ensure enough space between the light source and the sheet – minimum 2,5 meters in order to project a shadow on the white sheet. The space between the light source and the sheet is the "stage" and there should be formed space for the "audience" – (children that will guess) on the other side of the sheet. Make sure that the "stage" is as dark as possible in order the shadows to be more visible.</p>
<p>TEACHER'S EVALUATION</p>	<p>Does the activity develop curiosity in children? Are they able to guess the professions? Are they curious to do more activities of this type?</p>