

Methodology
List of appendices
Parrot story

SURPRISE ME!



Janice Forry
Marie Rychlíková



Co-funded by the
Erasmus+ Programme
of the European Union



inEDU inclusive education model for children with migrant background in pre-schools

580452-EPP-1-2016-1-PL-EPPKA3-IPI-SOC-IN

ERASMUS + Programme, Action 3: Initiatives for policy innovation - Social inclusion
through education, training and youth

Project partners



Przedszkole Miejskie nr. 152 w Łodzi

Gradinita CU Program Prelungit nr. 34

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

CONTENTS

METHODOLOGY	5
Instructions	7
Game goals	8
September	9
October	13
November	17
December	21
January.....	24
February.....	28
March.....	32
April.....	36
May	40
June.....	44
LIST OF APPENDICES.....	48
PARROT STORY	51
Part 1.....	52
Part 2.....	56
Part 3.....	58
Part 4.....	61
Part 5.....	64
Part 6.....	66
Part 7.....	68
Part 8.....	70
Part 9.....	72
Part 10.....	74





METHODOLOGY



Introduction

This game is intended primarily for preschool children and their teachers who play such a large role in influencing the upbringing of the children in their care. This game tries to surprise the children every day with an activity that encourages them to feel and react to the world around them. It incorporates themes frequently used in preschool education (e.g., my family, food and where it comes from, etc.) and is designed to be played throughout the school year. The SURPRISE ME! game is accompanied by the story of a parrot and children that experience different situations throughout the school year.

What is included:

- A magnetic board that you can decorate and hang in the classroom
- A set of activity cards for each month of the school year
- A set of magnets
- SURPRISE ME! story about a new parrot in school
- A parrot toy
- Prepared materials for certain activities that you can find in the appendices on the flash drive

The game combines activities from four key areas: teambuilding (blue cards), multiculturalism (yellow cards), self-development/awareness (red cards), and language development (green cards). These areas cannot be strictly divided, and often overlap. The game creates a playful, stimulating environment that naturally encourages curiosity, while building healthy self-confidence, social awareness and empathy, as well as a positive attitude to themselves and the world around them. Thanks to its content, the game helps to integrate children from a foreign language environment.

This game came about as part of the project **inEDU inclusive education model for children with migrant background in pre-schools**, an international KA3 Erasmus+ project. Several pre-schools and teachers have contributed to this game: Pre-school Velké Přítočno, Pre-school Bubeníčková, Centers for pre-school children Cipísek and Kostička – The House of Children and Youth of the capital Prague. We would like to thank them for all of their input.

Most of the activities in the game stem from practice, observation, word of mouth and experience in various schools and institutes throughout the Czech Republic and beyond. Unfortunately, the primary sources are not always known.

We encourage you to take the initiative and use the game in as many ways as possible. We hope that you find it effective, useful and fun.







Instructions







- First, stick or hang up the magnetic board on a wall or blackboard. (Be aware that the board can rip parts of the paint off when removing it from the wall).
- Read the methodology and prepare 1 magnet and card for each school day of the given month. We recommend familiarizing yourself with the cards before the beginning of each month. Information on the cards is concise and to be used to motivate the children to do the activity of the day. The activities vary in length.
- You can organize the monthly activities differently to meet the needs of your class but attempt to have a balanced distribution of the different colored cards (that represent the four different focus areas). Keep in mind that the first card of the month should always be the one where it says to read about the parrot.
- Using the magnets, place the cards on the board that you have hung up. Each day, e.g. during morning circle time, you along with the children should turn over one card. You can also decorate the board with white board markers (to show the different seasons throughout the year, etc.).
- The pictures on the front of the cards can be used to expand vocabulary or discuss a certain topic, e.g., farms (October), the weather (April) etc.
- Space has been left in this methodology at the end of each month for you to add your comments and/or suggestions (e.g., ways to improve the activity, whether the children like it, how did they react, what did they get out of it).
- Certain activities, e.g., yoga poses or breathing techniques are repeated throughout the year to enhance the effectiveness of the activities.

Game goals







SELF-DEVELOPMENT/AWARENESS <ul style="list-style-type: none">• Adapt and orientate oneself in a new environment more easily• Improve understanding of oneself (feelings, emotions, moods)• Build trust in one's abilities and learn to take responsibility for one's actions• Improve focus on the activity being performed• Learn self-control using breathing techniques• Manage day-to-day (and crisis) situations successfully• Stimulate one's own thinking and motivate oneself to meet challenges	TEAMBULDING <ul style="list-style-type: none">• Learn effective ways to work together with others• Improve communication skills (body language, listening and speaking) to be able to effectively and respectfully convey one's own ideas and experiences with others• Develop a sense of belonging to a group• Create an atmosphere of mutual assistance and support• Establish relationships among peers• Enhance the understanding of equality among all participants
LANGUAGE DEVELOPMENT <ul style="list-style-type: none">• Expand vocabulary in native and foreign languages• Prevent speech problems• Improve attention and memory• Develop listening and visual analysis skills	MULTICULTURALISM <ul style="list-style-type: none">• Encourage curiosity about the world around us• Promote acceptance and respect for others• Find things that we have in common• Understand the positive aspects of each of being unique• Learn to search for information from various sources• Learn about how other people live, their cultures and traditions

September

 <p>SING THE NAME SONG</p>	<p>PREP/MATERIALS: space to make a circle (cushions or a circle carpet)</p> <p>HOW IT WORKS: Sit in a circle and sing: <i>Who came to school today? NAME e.g., Tony, Tony. Who came to school today? T-o-ny.</i></p> <p>Ask questions: Teacher: <i>Tony, who is sitting next to you?</i> Tony: <i>Anna is sitting next to me.</i> Teacher: <i>Anna, can we sing to you?</i> Anna: <i>Yes/No.</i> If the child says no, then we go on to the next question: <i>Who is sitting next to you, Anna?</i> Repeat the entire process until we get around the circle. Throughout the year we emphasize that the children use complete sentences, but at the beginning of the year just using names is enough.</p> <p>READ PART 1 OF THE PARROT STORY.</p> <p>It is important to emphasize that the parrot is new and doesn't understand everything. The parrot may need our help and patience.</p>
 <p>ALIEN SCAVENGER HUNT</p>	<p>PREP/MATERIALS: printed out alien cards and alien body parts (Appendix 1). Laminate for future use.</p> <p>HOW IT WORKS: Hide the printed alien body parts around the classroom (or outside weather and conditions permitting). Once the children have put the aliens back together, they should describe their alien (how many legs does it have etc.).</p>
 <p>CIRCLE NAME GAME</p>	<p>PREP/MATERIALS: space to make a circle</p> <p>HOW IT WORKS: The children walk in a circle. The teacher says <i>One, two, three, I am, and who are you?</i> When you say "you", all of you stop walking and you point to one of the children. The child answers, <i>I am</i> and the circle starts to move again. Repeat this until all of the children have answered. If you have older children, then they can ask each other. If you have two teachers, you can use music. The children stop when the music stops, and you continue with the activity as described above.</p>
 <p>SMILE</p>	<p>HOW IT WORKS: Each child should count how many times they can smile at someone (at least 5). This usually gets the whole class smiling and laughing. Ask them what/who makes them smile and why. How do they feel after they smile?</p>
 <p>OTHER LANGUAGES</p>	<p>This activity supports confidence in children whose native tongue is not the same as that spoken in the school as well as improving everyone's foreign language awareness.</p> <p>HOW IT WORKS: The children find someone in the classroom who can say something in English (or for English classrooms, you could choose another language). It is important to motivate the kids to give you as many words as they can (hi, car, red, blue etc.).</p>
 <p>FRIENDSHIP HAND TREE</p>	<p>PREP/MATERIALS: scissors, A5 cardstock, finger-paints or paints, paint brushes (art materials according to your needs)</p> <p>HOW IT WORKS: You can choose which art technique you would like to use (according to the children's age and abilities as well as time available). Each child creates a handprint (either making a handprint with paint or tracing, then decorating it and cutting it out). For younger children we can prepare already cut-out handprints that the children only decorate. Prepare a tree trunk from paper (either by yourselves or with the children) so that all the hands will fit around it as the crown of the tree. Then discuss with the kids what friendship is (why is it important). Discuss how friends behave and what we would like and not like our friends to do.</p>



 <p>HEAD, SHOULDERS, KNEES AND TOES</p>	<p>PREP/MATERIALS: <i>Head, Shoulders, Knees and Toes</i> song (also available on YouTube e.g. https://www.youtube.com/watch?v=j_4qhWNpIJQ)</p> <p>HOW IT WORKS: Sing the song: <i>Head, Shoulders, Knees and Toes, Knees and Toes. Head, Shoulders, Knees and Toes, Knees and Toes. Eyes and Ears and Mouth and Nose, Head, Shoulders, Knees and Toes, Knees and Toes.</i> Touch each corresponding part of the body when you sing it, e.g. Head – touch head. Remember to change the speed to make it even more fun. This is a great morning exercise (especially when talking about the body) or a great exercise for a short break.</p>
 <p>HOW BIG ARE WE?</p>	<p>PREP/MATERIALS: space for the children to stand in a line</p> <p>This game supports group cooperation while having children be aware of themselves and others.</p> <p>HOW IT WORKS: Have the children put themselves in order by height by themselves (we help not by telling them who goes where, but by motivating them to look around, maybe even to stand back to back, etc.). The main goal is for them to do it themselves. Once they are in order, we recommend taking a photo of the group so that at the end of the school year when you do the exercise again, you can talk about how the line-up has changed. Older kids can use a measuring tape to see how tall they are before getting into line.</p>
 <p>GLUE GAME</p>	<p>PREP/MATERIALS: space for children to move around in pairs</p> <p>HOW IT WORKS: In pairs children “glue” (hold) together two of their body parts according to what the teacher says, e.g. Glue your shoulders together.” This game is a lot of fun. You then give them simple commands like walk across the room with these parts glued together or sit down without coming unglued. Please be aware of safety precautions.</p>
 <p>WHAT DO I LOOK LIKE?</p>	<p>PREP/MATERIALS: A4 paper or cardstock, colored pencils, crayons, paints etc. (depending on the children’s age and ability as well time allotted)</p> <p>HOW IT WORKS: The children draw a self-portrait. We recommend putting a mirror in the classroom for kids to check their reflection. Then discuss the similarities between the pictures. If we discuss the differences, ensure that it is addressed with respect.</p>
 <p>BELLY BREATHING</p>	<p>PREP/MATERIALS: one stone per child (about 5 cm in diameter – these can be collected outside during a walk) permanent markers/ paint to decorate the stones (we recommend marking the stones so that children do not argue over which stone belongs to whom), relaxing music</p> <p>HOW IT WORKS: The children take their stone, lie on their backs and place the stone on their bellies. Turn on relaxing music. Tell the children to breathe into their bellies, thereby lifting their stones. Be careful that they keep their backs on the ground (no arching). It is better for them to breathe in through their noses and out through their mouths. Try to have their breathing synchronize with the rhythm of the music. When the song ends, ask the children how they feel and felt during the breathing. Were they successful? Could they lift their stones?</p> <p>SOURCE: Adapted from the Kindness Curriculum from the Center for Healthy Minds, University of Wisconsin–Madison, USA.</p>
 <p>HOW OLD ARE WE?</p>	<p>PREP/MATERIALS: space to sit in a circle, list of children’s ages (to help the teacher), large paper or white/blackboard on which we draw a graph with the ages as column headings</p> <p>HOW IT WORKS: Ask each child how old they are, then have them color in a block in the correct column. If the child does not know or cannot even show the age using fingers, then we can help them. If you have a homogenous class (all kids the same age), then we can ask them in which month they were born instead.</p>


 <p>EMOTION STICKS</p>	<p>PREP/MATERIALS: one A4 paper with 4 circles, scissors, glue or tape, colored pencils, crayons, popsicle sticks or wooden skewer sticks (1-2 per child)</p> <p>HOW IT WORKS: If the children create only 1 emotion stick, then give them only half the paper with two circles. Children create faces with different expressions (moods and glue the faces onto a skewer or popsicle stick (each side with a different mood). If necessary, you can help smaller children by cutting out the faces or providing a pre-drawn face to color. The class can then use these sticks to talk about their own emotions. You can do a survey to find out e.g., who is happy. The children hold up their sticks and count how many are held up.</p>
 <p>BODY PARTS BINGO</p>	<p>PREP/MATERIALS: Printed out bingo cards (Appendices 2 and 3 - laminate for future use), beans or stones for markers</p> <p>HOW IT WORKS: Call out the items on the bingo cards. Children mark off/ put a marker on the picture of the word they hear. When they have three in a row, they call out BINGO, and the game starts again.</p> <p>For smaller children it is sometimes easier to start with a full bingo card and remove the markers instead of putting them on.</p>
 <p>HUMAN PRETZEL</p>	<p>PREP/MATERIALS: space for 7-20 players (for smaller children, you can play with less)</p> <p>HOW IT WORKS: If you have a large group, split them into two. The children should stand close to one another in a circle to adjust to having someone in their private space. Tell them to put their left hand into the circle and grab someone else's wrist gently, then they should put in their right hand and grab someone else's wrist to form the human pretzel. Their job is to untangle themselves without letting go. This is difficult at first and the children may get frustrated with the situation, but it is an excellent exercise for teambuilding. The teacher should not get too involved with giving instructions, except with younger children where we suggest the teacher join in on the first round. The main goals of this activity are for the children to speak to each other and come to a solution. Not all human pretzels can be untangled. When the activity is over, ask the children what they could have done differently and how they felt during the game.</p>
 <p>FREEZE GAME</p>	<p>PREP/MATERIALS: music, space to move around in</p> <p>HOW IT WORKS: Turn on the music and have the children dance around. When the music stops, they freeze. They shouldn't make any kind of movement until the music starts again.</p>
 <p>APPLE PICKING</p>	<p>PREP/MATERIALS: space to be able to move around (a nice outside activity)</p> <p>HOW IT WORKS: This is an activity to stimulate the children's imagination. First talk about where apples grow and what we may need to pick them (maybe a ladder, basket or bag). Then, say the rhyme: <i>Climbing up the apple tree. Climb in place. Swinging on a limb. Put hands above your head and sway left and right. Put an apple in my bag. Take one hand and pick an apple and put it into a pretend bag on your side. Then climb back down again. Climb back down the ladder. Take a bite – it's good and yummy. Pretend to bite an apple. So good I need to rub my tummy! Rub your tummy.</i></p>
 <p>HOW ARE YOU?</p>	<p>PREP/MATERIALS: space to sit in a circle, large paper or white/blackboard on which we draw a graph with emojis (faces with expressions) as column headings</p> <p>HOW IT WORKS: First, ask the children who is happy; they should stand up. Then ask who is sad; they should lie down on the floor. Whoever isn't happy or sad should sit down. Then, make four columns with faces (happy, sad, tired, angry). Ask the children again how they feel today. Each child either colors in a box or makes a mark in the column with the face correlating with his/her feelings. Count the marks or boxes to see how many children are happy, sad etc. that day. We recommend talking about how we can change our moods or help someone else to have a better day when we are sad or angry.</p>







 <p>TRACING PARTNERS</p>	<p>PREP/MATERIALS: large paper (according to the height of the child), colored pencils, crayons, big enough space to put the paper on the ground for several groups of 3-4 children (can be done outside)</p> <p>HOW IT WORKS: Each group of 3-4 children gets a large piece of paper to use for tracing themselves. The group uses 1 piece of paper and each child is traced with a different color. Children learn to cooperate and be patient while someone else is tracing them. Our goal is to help children to learn to take turns and to work in groups. If the children are all small, we can help them with this activity.</p>
 <p>TISSUE DANCE</p>	<p>PREP/MATERIALS: paper tissues or pieces of material (can also be played in pairs or groups)</p> <p>HOW IT WORKS: The children put the clean tissue on their heads and try to keep it there while walking around (or doing other movements).</p>
 <p>ANGRY</p>	<p>PREP/MATERIALS: space to practice the Turtle Technique</p> <p>HOW IT WORKS: Talk to children about a time when you were angry. How did you feel? What did you do? Have they had the same thing? What did they do? What can a person do when they are angry to make things better? Teach them the Turtle Technique: 1: Recognize that you are angry (the feeling of wanting to explode etc.) 2: Think the word “Stop” 3: Go into your “shell” – for small children this can mean to take three deep breaths and think calming thoughts (I can have good ideas. I am good at finding solutions. I can always ask for help.) 4: Come out of your “shell” when you feel calmer and can calmly express what is going on.</p> <p>SOURCE: ROBIN, Arthur, Marlene SCHNEIDER & Michelle DOLNICK. The turtle technique: An extended case study of self-control in the classroom. <i>Psychology in the schools</i>. 1976, 13, 449-453. and SCHNEIDER, Marlene. The turtle technique in the classroom. <i>Teaching exceptional children</i>. 1974, 7, 21-24.</p>
 <p>TOWER BUILDING</p>	<p>PREP/MATERIALS: blocks, space to sit in a circle</p> <p>HOW IT WORKS: Each child in the circle gets the same number of blocks in front of them. Each child takes turns going to the center of the circle to add another block to the group tower. The goal is to build the tallest tower. You can use this activity throughout the week, keeping track of totals each day. On the last day, say which day was the most successful.</p>
 <p>WOOD CUTTING</p>	<p>PREP/MATERIALS: space so the children can sit in pairs facing each other</p> <p>HOW IT WORKS: Have the children sit down in pairs facing each other. Once seated, they should cross their arms and catch the hands of the person sitting across from them who has also crossed his or her hands. Move your arms as if you are sawing wood (back and forth) and say the tongue twister: <i>How much wood could a woodchuck chuck, if a woodchuck could chuck wood?</i></p>
 <p>NAME CLAPPING</p>	<p>PREP/MATERIALS: sit in a circle with enough space for the kids to run around the circle</p> <p>This is also a good adaptation game to practice names.</p> <p>HOW IT WORKS: Start to say a child’s name and clap out a rhythm (one you make up). The children should listen to the name the teacher claps out and also call out the name and try to clap the same rhythm. If a child hears his/her name, he/she gets up and runs around the circle and sits down in the same spot from which they started. The teacher then claps out a different rhythm and calls out a different name and the children again join in.</p>







Your suggestions and/or comments:

October

	<p>This activity supports confidence in children whose native tongue is not the same as that spoken in the school as well as improving everyone's foreign language awareness.</p> <p>PREP/MATERIALS: translate "hello" into five languages and write the words in capital letters on paper (can be hung around the classroom)</p> <p>HOW IT WORKS: We will learn "hello" in 3 to 5 languages. First, ask children who speak a different language to say hello in their language(s). Then teach the children the words you have prepared and ask them if they know anything about the countries where those languages are spoken. It is nice to have a picture of something from each place that the children can relate to, e.g., Greece – a beach, Switzerland – chocolate. You can also choose languages that are not so familiar to children, e.g., the word "hello" is easy to say in Finnish – "moi".</p> <p>READ PART 2 OF THE PARROT STORY.</p>
	<p>PREP/MATERIALS: A4 or A3, choose the most appropriate materials and techniques for the age groups you have (tempera paints, finger paints, ink, dry pastels, etc.)</p> <p>HOW IT WORKS: Ask the children to draw a picture of their family. Then ask them questions: <i>Who is in your family? Who is the youngest? Who is the oldest? Who do they like to play with the most?</i> It may be useful to show the children a picture of your family (or a family from the Parrot Story, so that they understand the vocabulary (mother, father, brother, sister, etc.)), but allow the children to draw freely. It enables you to get feedback on their home situation as well, i.e., who do they consider family (the dog, the cat, the grandmother).</p>
	<p>PREP/MATERIALS: pictures of farms from around the world (Appendix 4) or watch a video on (e.g., https://www.youtube.com/watch?v=PKbxEYHA1zY)</p> <p>HOW IT WORKS: Show the children the pictures or videos of farms from different countries. Ask them if they can recognize anything on the pictures and who they can meet on a farm. Have they ever been on a farm? If yes, what was the most interesting part? What was odd (maybe animals, smells)?</p>
	<p>HOW IT WORKS: Each child should count how many times they can smile at someone (at least 5). This usually gets the whole class smiling and laughing. Ask them what/who makes them smile and why. How do they feel after they smile?</p>
	<p>PREP/MATERIALS: space to move around the room, pictures of worms</p> <p>HOW IT WORKS: Have the children stand in a line, one in front of the other. Then, they hold onto the shoulders of the person in front of them and move around the room like a worm, trying not to break the line. Talk about what birds eat and why worms are good for gardens.</p>
	<p>PREP/MATERIALS: pictures of a chicken and a parrot (and their parts) (Appendix 5), magnetic whiteboard, whiteboard marker to draw the Venn diagram, magnets or use a large piece of paper on the ground and the children put the pictures in the correct spot</p> <p>HOW IT WORKS: Show the children the pictures of the chicken and the parrot. Ask them if they know what they are? How did they know it? Hide the cards around the room and have the children find them and bring them back to the group. Draw a Venn diagram on the board (or on the paper) and have the children place the different pictures into the correct spot (either under parrot or chicken or in the middle where the two circles overlap for what they have in common). What do the two birds have in common and what is different?</p>

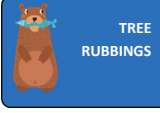
	<p>PREP/MATERIALS: one stone per child (about 5 cm in diameter – these can be collected outside during a walk) permanent markers/ paint to decorate the stones (we recommend marking the stones so that children do not argue over which stone belongs to whom), relaxing music</p> <p>HOW IT WORKS: The children take their stone, lie on their backs and place the stone on their bellies. Turn on relaxing music. Tell the children to breathe into their bellies, thereby lifting their stones. Be careful that they keep their backs on the ground (no arching). It is better for them to breathe in through their noses and out through their mouths. Try to have their breathing synchronize with the rhythm of the music. When the song ends, ask the children how they feel and felt during the breathing. Were they successful? Could they lift their stones?</p> <p>SOURCE: Adapted from the Kindness Curriculum from the Center for Healthy Minds, University of Wisconsin–Madison, USA.</p>
	<p>PREP/MATERIALS: space to make a circle</p> <p>HOW IT WORKS: Sing the Finger family song: <i>Daddy finger, where are you? Here I am. Here I am.</i> Show your thumb. <i>How do you do?</i> Repeat with <i>Mommy finger, Mommy finger, where are you? Here I am. Here I am.</i> Show your index finger. <i>How do you do?</i> Repeat with <i>Brother finger</i> (middle finger), <i>sister finger</i> (ring finger) and <i>baby finger</i> (pinkie finger). See https://www.youtube.com/watch?v=mjFcrv6Lfx8</p>
	<p>PREP/MATERIALS: pictures of good and bad behavior in friends (Appendix 6), space to make a circle</p> <p>HOW IT WORKS: Ask the children if they have friends? Where are they from? (same building, neighborhood, school)? How do we know who is a friend (they like us, and we like them, we play together, we talk together, etc.)? Give each child a picture and have them divide the cards into two piles (good vs bad) behavior from friends. Talk to the children about their experiences with good friends and bad friends (some behavior they like and do not like).</p>
	<p>PREP/MATERIALS: space for the children to dance around, a large blanket (or two-three for larger classes), music for dancing</p> <p>HOW IT WORKS: The key for this exercise is for all the children to get onto the lifeboat no matter how small it gets. Turn on the music and have children dance around the room. Turn off the music after 30 seconds and have the children run to the lifeboat (blanket). All children must get onto the blanket to save themselves from drowning. Turn the music back on and have the children dance again, while you make the blanket smaller. Turn the music off again and have ALL the children get onto the lifeboat. They may have to sit on each other's laps. Repeat until you get to the smallest size blanket possible for your group size.</p>
	<p>PREP/MATERIALS: eggs (different colors and sizes), the space to create a circle, a scarf</p> <p>HOW IT WORKS: Hide the eggs in an egg carton under the scarf and let the children guess what they are. Remove the scarf and ask <i>Do you have eggs at home? Where can we find them (fridge, shop, farm, hen)? What do they think will hatch from these eggs? These eggs look different on the outside, but what happens when you crack them?</i> Talk about how we may look different on the outside, but on the inside we all are similar.</p>
	<p>PREP/MATERIALS: chopsticks – 1 set for each pair of children, items that the kids can try to pick up with chopsticks, e.g., plastic animals, small toys, vegetables like chopped carrots etc., space to make a circle</p> <p>HOW IT WORKS: Put the chopsticks in the middle of the circle and ask if the children know what they are and what they are used for. Show the children how to hold the chopsticks (see the videos below). Put the children into pairs and give each group the same number of items. One child in the pair tries to pick up as many things as possible, while the other</p>

	<p>child cheers him/her on and counts how many things the first child managed to pick up. After 3-5 minutes, switch.</p> <p>See https://www.youtube.com/watch?v=7lfaOTJGMRo https://www.youtube.com/watch?v=59IFlcQaRE</p>
	<p>PREP/MATERIALS: pictures of animals, globe (maps)</p> <p>HOW IT WORKS: Show the children on the globe where you are. Ask them if anyone knows where the USA is on the globe. If someone says yes, let them show you and if no one knows then show them. Ask if they know that here in the Czech Republic, cows (show a picture of a cow) say boo and in the US, they say moo. Cats (show a picture) in Germany say miau and here in the Czech Republic mňau, frogs in English say ribbit and in Czech kvak, etc. If you have children from other countries, ask them what the animals say in their languages.</p>
	<p>PREP/MATERIALS: printed out bingo cards (Appendices 7 and 8 - laminate for future use), beans or stones for markers</p> <p>HOW IT WORKS: Call out the items on the bingo cards. Children mark off/ put a marker on the picture of the word they hear. When they have three in a row, they call out BINGO, and the game starts again. For smaller children it is sometimes easier to start with a full bingo card and remove the markers instead of putting them on.</p>
	<p>PREP/MATERIALS: space for children to lie down on their backs (if it is warm and dry enough, you can do this activity outside in the grass)</p> <p>HOW IT WORKS: Each child lies down on the floor facing the direction of the sun. Pretend that you are on the beach catching rays. Close your eyes and breathe deeply. Relax. You can create a sunny atmosphere by describing how it smells nice, bees are buzzing, the flowers are in bloom etc.</p>
	<p>PREP/MATERIALS: different types of fruit, knife, small paper plates or bowls</p> <p>HOW IT WORKS: Have the children close their eyes (or be blindfolded) and ask them to smell what is in front of them. Then ask them what they think the parrot eats. And what about different people from different parts of the world? Which fruits do they like? Taste the different fruits and talk about what is sweet, sour, etc. We recommend finding out whether anyone has an allergy to any of the fruits beforehand. We can also use the globe to show where some of the fruits are grown.</p>
	<p>PREP/MATERIALS: space for 7-20 players (for smaller children, you can play with less)</p> <p>HOW IT WORKS: If you have a large group, split them into two. The children should stand close to one another in a circle to adjust to having someone in their private space. Tell them to put their left hand into the circle and grab someone else's wrist gently, then they should put in their right hand and grab someone else's wrist to form the human pretzel. Their job is to untangle themselves without letting go. This may be difficult at first and the children may get frustrated with the situation, but it is an excellent exercise for teambuilding. The teacher should not get too involved with giving instructions, except with younger children where we suggest the teacher join in on the first round. The main goals of this activity are for the children to speak to each other and come to a solution. Not all human pretzels can be untangled. When the activity is over, ask the children what they could have done differently and how they felt during the game.</p>
	<p>PREP/MATERIALS: one stone per child (about 5 cm in diameter – these can be collected outside during a walk) permanent markers/ paint to decorate the stones (we recommend marking the stones so that children do not argue over which stone belongs to whom), relaxing music</p> <p>HOW IT WORKS: The children take their stone, lie on their backs and place the stone on their bellies. Turn on relaxing music. Tell the children to breathe into their bellies, thereby lifting their stones. Be careful that they keep their backs on the ground (no</p>




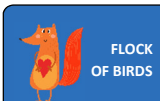



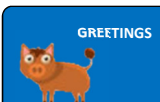
	<p>arching). It is better for them to breathe in through their noses and out through their mouths. Try to have their breathing synchronize with the rhythm of the music. When the song ends, ask the children how they feel and felt during the breathing. Were they successful? Could they lift their stones?</p> <p>SOURCE: Adapted from the Kindness Curriculum from the Center for Healthy Minds, University of Wisconsin–Madison, USA.</p>
	<p>PREP/MATERIALS: space for the children to work in pairs facing each other, a mirror</p> <p>HOW IT WORKS: First ask the children if they looked into a mirror this morning. What did they see? Ask <i>Can you smile at yourself?</i> Try it with the mirror. Then, have the children face each other. One person does a slow movement and the other child mimic the other's movements as if they were looking into a mirror. Continue for a few minutes, then switch roles. The slower the movement, the better.</p>
	<p>PREP/MATERIALS: space to move around, a magic wand</p> <p>HOW IT WORKS: Say <i>I'm going to put you under a magic spell. Ready, abracadabra and you are a chicken. Can you scratch and peck like a chicken? What about waddle like a duck? Kick like a mule? Gallop like a horse?</i> etc.</p>
	<p>PREP/MATERIALS: space to do a yoga pose, towel or yoga mat so that children have their assigned space</p> <p>HOW IT WORKS: Stand with your feet spread slightly wider than shoulder-width apart. Bend over and put your hands on the floor and your bottom in the air. Spread your fingers apart, push your heels into the floor and pull your belly button in. Relax your neck and head and look back between your legs.</p>
	<p>PREP/MATERIALS: A3 cardstock, crayons, water colors, paint brushes, colored paper, scissors, glue, stamps (can even be made carved from potatoes), pictures of animals and things on a farm</p> <p>HOW IT WORKS: Divide the children into groups of 3-4 children. Each group gets a large piece of paper. They should first discuss what they want on their picture and then they should create it together. Afterwards we make an exhibit of the pictures and each group should say something about their picture (what is on it, who did what, etc.).</p>
	<p>PREP/MATERIALS: space to move around</p> <p>HOW IT WORKS: Try to find someone in the class (or school) who can say the names of family members in English (father, mother, dad, mom, sister, brother, grandmother, grandfather etc.). For English classrooms, choose another language.</p>
	<p>PREP/MATERIALS: stand in a circle or a line</p> <p>HOW IT WORKS: Let's pretend to be adults. Every other child turns toward their neighbor on their left. Stand up straight, look them in the eyes, shake their hand and say: <i>Hello, how are you?</i> It is good to tell younger children with whom they should be shaking hands. Children can also pretend to be teenagers and say hello in an informal way or to be one-year-olds.</p>





Your suggestions and/or comments:

November

	<p>This activity supports confidence in children whose native tongue is not the same as that spoken in the school as well as improving everyone's foreign language awareness.</p> <p>PREP/MATERIALS: globe or map, flags for some countries where the languages you have chosen are spoken</p> <p>HOW IT WORKS: Show the children the countries on the globe and the flags from those countries. Teach the children to say goodbye in 5 different languages. Hang the flags up around the room, say goodbye in one of the languages and have the children run to the flag of the country where they would hear that language.</p> <p>READ PART 3 OF THE PARROT STORY.</p>
	<p>PREP/MATERIALS: 2 sheets of A5 paper per child, only 1 color of crayon for all children, all colors of crayon</p> <p>HOW IT WORKS: Give the children 1 piece of paper and only 1 color of crayon. Have them draw a picture. In 5 minutes, tell them to stop. Then, give them the second piece of paper and all the colors of crayons. Have them draw a picture. Ask them which picture they like best. We are all like unique colors, and since having more colors makes our pictures more interesting, maybe it does the same for our everyday lives. If you would like, show or tell them the story "The Crayon Box that Talked" by Shane DeRolf also available on YouTube, e.g. https://www.youtube.com/watch?v=wXMuRI7p2k8</p> <p>SOURCE: https://www.tolerance.org/classroom-resources/tolerance-lessons/what-can-we-learn-from-a-box-of-crayons</p>
	<p>HOW IT WORKS: Each child should count how many times they can smile at someone. This usually gets the whole class smiling and laughing. Ask them what/who makes them smile and why. How do they feel after they smile?</p>
	<p>PREP/MATERIALS: space for the children to lie on the ground and move around</p> <p>HOW IT WORKS: Have the children stand in front of you. See if the children can follow your movements. Say 1,2,3, <i>can you do it like me?</i></p>
	<p>PREP/MATERIALS: scavenger hunt sheet and cards of things in the forest (Appendix 9), can be played in pairs</p> <p>HOW IT WORKS: Hide the cards around the room and have the children look around to see what they can find. When they find something that is on the list, they check it off and put the card back in place. If they see something that is from the forest, but is not on the list, they can try to draw a picture of it. In 15 minutes come into a circle and say what you have found.</p>
	<p>PREP/MATERIALS: one A4 paper for each child, old crayons without the paper around them, trees (or if inside, a piece of wood with the bark on)</p> <p>HOW IT WORKS: Talk to the children about how a forest can have many trees and that all the trees do not have to be the same. On a walk, have the children work in pairs. One child holds the paper on the tree and the second child uses the crayon to do the rubbing of the tree bark (using the side of the crayon is better). Then switch. Each pair can switch trees as well to get different patterns of tree bark. How many different types of trees did you find? We can also do rubbings of other objects, e.g., leaves, coins etc.</p>


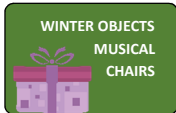
	<p>PREP/MATERIALS: printed out bingo cards (Appendices 10 and 11 - laminate for future use), beans or stones for markers</p> <p>HOW IT WORKS: Call out the items on the bingo cards. Children mark off/ put a marker on the picture of the word they hear. When they have three in a row, they call out BINGO, and the game starts again.</p> <p>For smaller children it is sometimes easier to start with a full bingo card and remove the markers instead of putting them on.</p>
	<p>PREP/MATERIALS: space for 7-20 players (for smaller children, you can play with less)</p> <p>HOW IT WORKS: If you have a large group, split them into two. The children should stand close to one another in a circle to adjust to having someone in their private space. Tell them to put their left hand into the circle and grab someone else's wrist gently, then they should put in their right hand and grab someone else's wrist to form the human pretzel. Their job is to untangle themselves without letting go. This is difficult at first and the children may get frustrated with the situation, but it is an excellent exercise for teambuilding. The teacher should not get too involved with giving instructions, except with younger children where we suggest the teacher join in on the first round. The main goals of this activity are for the children to speak to each other and come to a solution. Not all human pretzels can be untangled. When the activity is over, ask the children what they could have done differently and how they felt during the game.</p>
	<p>PREP/MATERIALS: space for each child to do the yoga pose (mats or towels to ensure each child has his/her own space)</p> <p>HOW IT WORKS: Children sit with their legs crossed. They take their right legs and stretch them out to the side with the soles of their feet pointing up. They turn their torso to the left and put their hands on the floor one on each side of the left knee. Their shoulders should be down, and their hips are facing the left side. If they feel good in this position they can lean forward over their left knees, putting their elbows and forehead on the ground. They then straighten their backs, grab their right ankles and bend their right legs at the knee. Repeat the exercise on the opposite side.</p>
	<p>PREP/MATERIALS: space to sit in a circle, printed out game and the small pictures, a small bag for the small pictures, can be played in groups of 2-3 children</p> <p>HOW IT WORKS: A child from the first group pulls a small picture out of the bag. If the small picture fits into that group's bigger picture, they keep it. If not, they walk around the other groups and asks if the other group can use the picture. If yes, the group takes it and thanks the child. A child from the next group pulls a picture out of the bag and the process continues until all pictures are complete.</p>
	<p>PREP/MATERIALS: space for each child to do the yoga pose (mats or towels to ensure each child has his/her own space)</p> <p>HOW IT WORKS: Sit on your heels and straighten your neck and head as if someone was pulling you up by one hair. Keep your shoulders down. Pull your chin in and smile. Breathe in through your nose 4-6x, making a rabbit nose. Slowly breathe out and do it all over again.</p>
	<p>PREP/MATERIALS: a long rope or string, space to form a long line, each child's name written on a piece of paper (or for younger children, each child's picture or symbol)</p> <p>HOW IT WORKS: Have the children stand in a line, facing you. Pull a name out of the envelope, and that person comes pick up the end of the rope. Have that child pull out another name and the next child comes to grab the rope in the middle. Continue to pull out names until everyone comes and grabs the rope. In the end, join together and look at your circle of friends.</p>

	<p>PREP/MATERIALS: a ball of yarn or string, space to make a circle</p> <p>HOW IT WORKS: The teacher holds one end of the yarn and sends the ball to someone else in the circle. Tell that person 2 things that you like to do. They continue to hold a piece of the yarn and send the ball to someone else and say 2 things they like to do. The process continues until everyone one is holding a section of the yarn and you now have a spider web. It is important that the children do not let go of the yarn. This can be a difficult process for very young children, so instead of using a ball of yarn, just use a ball.</p>
	<p>PREP/MATERIALS: A3 size paper or larger, crayons, colored pencils, colored paper, glue, shells, stamps of leaves or forest animals (great for smaller kids)</p> <p>HOW IT WORKS: In groups of 3-4, children create a forest scene. They can cut out colored paper, add trees, mushrooms etc. First, they should discuss in the group what they want to put on their picture. Remember that as a teacher you can give suggestions, but the process is to help them discuss and create together.</p>
	<p>PREP/MATERIALS: one – two leaves for each child (can be from tissue paper), space to make a circle, 1 straw for each child (or for an eco-friendly version – no straws), books on trees with pictures of leaves</p> <p>HOW IT WORKS: Have the children sit in a circle. Show the children the different types of leaves and ask if they know from which trees the leaves have fallen. Teach them the leaves of common trees. Put a leaf in front of each child. When you say <i>GO</i>, each child should try to blow a leaf into a pile in the center of the circle.</p>
	<p>PREP/MATERIALS: 2 cm wide strip of paper for each child, space to sit in a circle</p> <p>HOW IT WORKS: Children fold the strip of paper in half and hold it by the fold to have a bird with wings that will move up and down. We recommend that the teach show the children how to “fly” their birds, before starting. Tell the children that your paper bird likes to fly in a flock. Show the children in which direction the flock of birds should fly.</p>
	<p>PREP/MATERIALS: pictures of animals (2 of the same – see Appendix 13), a small bag, space for the children to move around</p> <p>HOW IT WORKS: In a circle, review the sounds that animals make. Each child then pulls a card and looks at the animal on it. They do not show it to anyone else. They should get up and start walking around the room. When you say <i>GO</i>, they should start making the sound of the animal on their card and try to find the person who is making the same sound. They can close their eyes and listen first if it helps.</p>
	<p>PREP/MATERIALS: space for the children to do a yoga pose, mat or towel so that each child has his/her own space</p> <p>HOW IT WORKS: Children lie down on their stomachs. They put their left hand and then their right hand on top of the left under their chins. They put their left cheek on their hands and breathe in and out. They slowly slide their right knee knees up and their right elbows down until the two touch. The left leg remains straight. They should close their eyes and relax. Do the same on the opposite side.</p>
	<p>PREP/MATERIALS: space to move around</p> <p>HOW IT WORKS: Explain to the children that if Simon says it, then they should do it. Otherwise, the children do not do the action. For instance, if you say: <i>Simon says touch your head</i>, then the children should touch their heads, but if you say <i>Touch your head</i> then they do not do anything. If a person does an action even though Simon did not say it, then they are eliminated from the game (they sit down). For smaller children, we recommend having the children sit down in the spot where they were standing.</p>
	<p>PREP/ MATERIALS: during circle time, while standing up</p> <p>HOW IT WORKS: Have the children turn to each person standing next to them in the circle and give them a fist bump.</p>

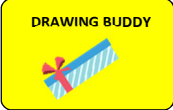



	<p>PREP/MATERIALS: 4-8 caps (or something the children can try to balance on their heads), book Caps for Sale by Esphyr Slobokina</p> <p>HOW IT WORKS: Listen to or read the story Caps for Sale by Esphyr Slobokina. Have the children retell the story with you. Can they carry caps on their heads like the peddler? Can they pretend to be the monkeys?</p> <p>SOURCE: https://tomboulia.wikispaces.com/file/view/Caps+For+Sale.pdf Available also on YouTube: https://www.youtube.com/watch?v=2O-mEe-4ZO4</p>
	<p>PREP/MATERIALS: pictures of a rainforest, other animals and plants that live in the rainforest</p> <p>HOW IT WORKS: Ask the children about rainforests. Do they know where the parrot comes from? What does it look like there? Who else lives there? What grows there?</p>
	<p>PREP/MATERIALS: space to make a circle, pictures of bears, a teddy bear</p> <p>HOW IT WORKS: One of the largest animals in our forest in Europe is the bear. How big is it? How strong is it? Let's pretend to be bears. Sing the bear song to Frere Jacques: <i>Bear is sleeping, bear is sleeping. In the cave, in the cave. Wonder when he'll wake up? Wonder when he'll wake up? In the spring! In the spring!</i></p> <p>You can add hand movements to this song or have children crawl into a cave (under a table covered with a blanket).</p>
	<p>PREP/MATERIALS: space for children to do a yoga pose, mats or towels so each child has his/her own space</p> <p>HOW IT WORKS: Have you ever seen a fish? Can you make a fish face? And do you know how a fish moves? Have the children sit on their heels and hold their ankles. They slowly lean back until their heads are on the ground. If this is too difficult, place a pillow behind each child, so their spines drape over the pillow. They should lie like this comfortably, breathing in and out.</p> <p>See https://www.youtube.com/watch?v=Y1KqHmgDCPA</p>

Your suggestions and/or comments:

December

	<p>This activity supports confidence in children whose native tongue is not the same as that spoken in the school as well as improving everyone's foreign language awareness.</p> <p>PREP/MATERIALS: globe or map of the world, flags from the countries where the languages you have chosen may be spoken</p> <p>HOW IT WORKS: Hang the flags of the countries around the room. Show the children on the globe where these places are. Then learn to say thank you in these 5 different languages. Ask children if they know how to say thank you in any other languages. Then play a game by saying thank you in one of the languages and see if the children can run to the correct flag.</p> <p>READ PART 4 OF THE PARROT STORY.</p>
	<p>PREP/MATERIALS: space to move around a circle of chairs, chairs for children, fun music</p> <p>HOW IT WORKS: Set up a circle of chairs (backs facing center) with one less chair than the number of kids. Start the music and the kids should go around the circle. When the music stops, all of them must sit down. They need to figure out a way to make it work (sit on someone's lap). In the next round, take away 2 chairs. Continue removing chairs until it is no longer possible to safely fit everyone.</p>
	<p>HOW IT WORKS: Each child should count how many times they can smile at someone (at least 5). This usually gets the whole class smiling and laughing. Ask them about what/who makes them smile and why. How do they feel after they smile?</p>
	<p>PREP/MATERIALS: one stone per child (about 5 cm in diameter – these can be collected outside during a walk) permanent markers/ paint to decorate the stones (we recommend marking the stones so that children do not argue over which stone belongs to whom), relaxing music</p> <p>HOW IT WORKS: The children take their stone, lie on their backs and place the stone on their bellies. Turn on the relaxing music. Tell the children to breathe in and through breathing into their bellies lift their stones. Be careful that they keep their backs on the ground (no arching). It is better for them to breathe in through their noses and out through their mouths. Try to have their breathing synchronize with the rhythm of the music. When the song ends, ask the children how they feel and felt during the breathing. Were they successful? Could they lift their stones?</p> <p>SOURCE: Adapted from the Kindness Curriculum from the Center for Healthy Minds, University of Wisconsin–Madison, USA.</p>
	<p>PREP/MATERIALS: a song you would like to teach them for the holidays</p> <p>HOW IT WORKS: Children learn a song that is typically sung around the holidays of the country where they are currently living, and/or one chosen from the countries from which they have classmates.</p>
	<p>PREP/MATERIALS: 1 chair per child, fun music to get them moving, pictures of winter objects (see Appendix 16) or actual pieces of clothing</p> <p>HOW IT WORKS: Put chairs in a circle, backs to the center and put one picture under each chair. Turn on the music and let the children dance around the chair circle. When the music stops, the last person to sit down looks under the chair and gives a sentence about the picture or object that is there. If you use objects such as clothing that belongs to someone, you can practice possessives. This is Anna's scarf. It's her scarf. Turn the music on again and continue the game.</p>

	<p>Usually the musical chairs game is played by removing a chair each time. This works well with older children, but younger children tend to get quite upset. Once the younger children are used to the game, they may be able to manage when a chair is removed.</p>
	<p>PREP/MATERIALS: music, space to move around</p> <p>HOW IT WORKS: Turn on the music and have the children dance around. When the music stops, they freeze. They shouldn't make any kind of movement until the music starts again.</p>
	<p>PREP/MATERIALS: children get into pairs (or are put into pairs), plastic balls of different size</p> <p>HOW IT WORKS: Played in pairs. This is similar to the Glue Game, except the children need to hold a ball between the announced body parts. You can say hold it between your shoulders, or between your shoulder and your forehead. This game is a lot of fun. You then give them simple commands like walk across the room. Be careful not to drop the ball. Please be aware of safety precautions.</p>
	<p>PREP/MATERIALS: pictures of good and bad behavior in friends (Appendix 6), space to make a circle</p> <p>HOW IT WORKS: Ask the children if they have friends? Where are they from? (same building, neighborhood, school)? How do we know who is a friend (they like us, and we like them, we play together, we talk together etc.)? Give each child a picture and have them divide the cards into two piles (good vs bad) behavior from friends. Talk to the children about their experiences with good friends and bad friends (some behavior they liked or did not like).</p>
	<p>PREP/MATERIALS: one stone per child (about 5 cm in diameter – these can be collected outside during a walk) permanent markers/ paint to decorate the stones (we recommend marking the stones so that children do not argue over which stone belongs to whom), relaxing music</p> <p>HOW IT WORKS: The children take their stone, lie on their backs and place the stone on their bellies. Turn on the relaxing music. Tell the children to breathe in and through breathing into their bellies lift their stones. Be careful that they keep their backs on the ground (no arching). It is better for them to breathe in through their noses and out through their mouths. Try to have their breathing synchronize with the rhythm of the music. When the song ends, ask the children how they feel and felt during the breathing. Were they successful? Could they lift their stones?</p> <p>SOURCE: Adapted from the Kindness Curriculum from the Center for Healthy Minds, University of Wisconsin–Madison, USA.</p>
	<p>PREP/MATERIALS: postcards, books with pictures from different holidays</p> <p>HOW IT WORKS: Find someone who can say “Happy Holidays” or “Merry Christmas” in another language. You can show the children the postcards and/or books, so they can see how different people celebrate at this time of year.</p>
	<p>PREP/MATERIALS: A3 sized paper or larger – 1 for each group, crayons, colored pencils, markers, colored paper, glue</p> <p>HOW IT WORKS: Make groups of 3-4 children. Each group gets a large piece of paper to create a picture of what they would like to get as gifts. They should first discuss what they want on their picture and then they should create it together. Afterwards we make an exhibit of the pictures and each group should say something about their picture (what is on it, who did what etc.).</p>

	<p>PREP/MATERIALS: space for children to sit in a line, A4 or A5 paper or cardstock, crayons, colored pencils, markers</p> <p>HOW IT WORKS: This activity is about giving. Children sit in a line. Then they draw a picture for the person sitting in front of them. When they have finished, they give the picture to the person and say one thing they like about this person.</p>
	<p>PREP/MATERIALS: 4-5 different colors of sticks or strips of paper (each color should represent a different topic, e.g., blue is a person you are thankful for, red is a place you are thankful for, yellow is a food you are thankful for, green is a thing you are thankful for and purple is anything you are thankful for)</p> <p>HOW IT WORKS: Talk about thankfulness. Have the children pull two sticks or strips of paper and according to the category (color) they pulled say for what they are thankful.</p>
	<p>PREP/MATERIALS: space to make a circle, boxes of different sizes that will fit one into the other, items or picture cards to hide in the boxes (for larger groups you may need more sets of boxes)</p> <p>HOW IT WORKS: This is set up like the Russian Matryoshka dolls. Wrap the boxes inside each other so that in each box there is one item or card. The children unwrap one box and find a picture card or an item along with another box. They say what the item/card is and then they pass the box to the next person in the circle. That person unwraps one box and finds an item/card and a box and says what the item is or what is on the card and passes the box to the next person. Continue until the box is empty.</p>
	<p>PREP/MATERIALS: space to stand in a circle</p> <p>HOW IT WORKS: Have the children stand in a circle and cross their arms in front of their bodies. Then they shake the hands of the people on each side of them. You can add in whichever greeting you would like to practice, e.g., Good morning, Goodbye, Happy Holidays etc.</p>

Your suggestions and/or comments:

January

 <p>WINTER IN OTHER PLACES</p>	<p>PREP/MATERIALS: pictures (Appendix 14)</p> <p>HOW IT WORKS: Talk to the children about what winter is like in different countries and different places.</p> <p>READ PART 5 OF THE PARROT STORY.</p>
 <p>WINTER CLOTHING SONG</p>	<p>PREP/MATERIALS: space to make a circle, melody to the song Head, Shoulder, Knees and Toes (available on YouTube, e.g. https://www.youtube.com/watch?v=j_4qhWNpIJQ)</p> <p>HOW IT WORKS: Sing the <i>Head, Shoulders, Knees and Toes</i> song BUT with different words: <i>Hat, scarf, trousers and socks, trousers and socks. Hat, scarf, trousers and socks, trousers and socks. Shirt and coat and boots and gloves. Hat, scarf, trousers and socks, trousers and socks.</i> When you sing the piece of clothing, touch each part of the body or pretend to put on each piece, e.g. hat – touch your head, scarf – wrap a scarf around your neck etc. Remember to change the speed to make it even more fun. This is a great morning exercise or a great exercise for a short break.</p>
 <p>WINTER SLEDDING</p>	<p>PREP/MATERIALS: space to move around, 1 pillow for each pair or group of 4</p> <p>HOW IT WORKS: Children get into pairs or groups of 4. Place one pillow on the floor for each pair/group; this is their bobsled. The children run and jump on the pillow, then they pretend to be going down the track/hill. Someone should be the driver and pretend to make the turns and someone should brake. Switch positions and try again.</p>
 <p>SMILE</p>	<p>HOW IT WORKS: Each child should count how many times they can smile at someone. This usually gets the whole class smiling and laughing. Ask them what/who makes them smile and why. How do they feel after they smile?</p>
 <p>SCAVENGER HUNT</p>	<p>PREP/MATERIALS: printed out snowmen cards and body parts (Appendix 15 – laminate for future use)</p> <p>HOW IT WORKS: Hide the printed body parts around the classroom (or outside weather and conditions permitting). Give each group the picture of their snowman and send them off to look for the pieces. Once the children have put the snowmen back together, they should describe their snowmen (what they are wearing etc.).</p>
 <p>GLUE GAME</p>	<p>PREP/MATERIALS: children get into pairs (or are put into pairs)</p> <p>HOW IT WORKS: In pairs children “glue together” (hold together) two body parts according to what the teacher says, e.g. Glue your shoulders together.” This game is a lot of fun. You then give them simple commands like walk across the room with these parts glued together or sit down without coming unglued. Please be aware of safety precautions.</p>
 <p>WINTER OBJECTS MUSICAL CHAIRS</p>	<p>PREP/MATERIALS: 1 chair per child, fun music to get them moving, pictures of winter objects (see Appendix 16) or actual pieces of clothing</p> <p>HOW IT WORKS: Put chairs in a circle, backs to the center and put one picture under each chair. Turn on the music and let the children dance around the chair circle. When the music stops, the last person to sit down looks under the chair and gives a sentence about the picture or object that is there. If you use objects such as clothing that belongs to someone, you can practice possessives. <i>This is Anna’s scarf. It’s her scarf.</i> Turn the music on again and continue the game.</p> <p>Usually the musical chairs game is played by removing a chair each time. This works well with older children, but younger children tend to get quite upset. Once the younger children are used to the game, they may be able to manage when a chair is removed.</p>



PREP/MATERIALS: one book per child, relaxing music

HOW IT WORKS: The children take their books, lie on their backs and place the books on their bellies. Turn on relaxing music. Tell the children to breathe into their bellies, thereby lifting their books. Be careful that they keep their backs on the ground (no arching). It is better for them to breathe in through their noses and out through their mouths. Try to have their breathing synchronize with the rhythm of the music. When the song ends, ask the children how they feel and felt during the breathing. Were they successful? Could they lift their books?

SOURCE: Adapted from the Kindness Curriculum from the Center for Healthy Minds, University of Wisconsin—Madison, USA.



PREP/MATERIALS: space for children to stand in a circle

HOW IT WORKS: Start by clapping out a simple rhythm and have the children repeat it. Add in some stomps and have the children repeat. Continue to add in different claps and stomps and see how often you can change the rhythm and pattern and still have the children follow along successfully. This activity helps to improve listening awareness.



PREP/MATERIALS: printed out bingo cards (Appendices 16 and 17 – laminate for future use), beans or stones for markers

HOW IT WORKS: Call out the items on the bingo cards. Children mark off/ put a marker on the picture of the word they hear. When they have three in a row, they call out BINGO, and the game starts again.

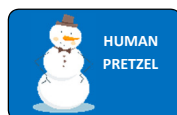
For smaller children it is sometimes easier to start with a full bingo card and remove the markers instead of putting them on.



PREP/MATERIALS: a ball of yarn or string, space to make a circle

HOW IT WORKS: You hold one end of the yarn and send the ball to someone else in the circle. Tell that person what it is you like about them. They continue to hold a piece of the yarn and send the ball to someone else and say what it is they like about them. The process continues until everyone one is holding a section of the yarn and you now have a spiderweb. It is important that the children do not let go of the yarn. This process can be difficult for younger children, so instead of yarn, you can just roll a ball.

If the class manages to hold the yarn, you can find out who is popular in your class and who did not get the ball of yarn many times. It is good for everyone to get the ball of yarn at least once, so they can hear something good that people like about them.









PREP/MATERIALS: space for 7-20 players (for smaller children, you can play with less)






HOW IT WORKS: If you have a large group, split them into two. The children should stand close to one another in a circle to adjust to having someone in their private space. Tell them to put their left hand into the circle and grab someone else's wrist gently, then they should put in their right hand and grab someone else's wrist to form the human pretzel. Their job is to untangle themselves without letting go. This is difficult at first and the children may get frustrated with the situation, but it is an excellent exercise for teambuilding. The teacher should not get too involved with giving instructions, except with younger children where we suggest the teacher join in on the first round. The main goals of this activity are for the children to speak to each other and come to a solution. Not all human pretzels can be untangled. When the activity is over, ask the children what they could have done differently and how they felt during the game.



PREP/MATERIALS: pictures of items (vocabulary you would like to review) printed or drawn 1 per page (1 paper per child)

HOW IT WORKS: Each child says what is on his/her paper, then crumples it up into a snowball. When you say *SNOWBALL FIGHT*, the children throw their snowballs at each other. When the you say *STOP*, each child finds a snowball (not their first one) and picks it







	<p>up and opens the paper. They should have a different picture. Ask them what it is. Repeat the whole process. The game can also be played with music, i.e. when the music starts, the children throw the snowballs, and when the music stops, they unfold their snowballs to say what is on the picture.</p>
	<p>PREP/MATERIALS: space for a circle</p> <p>HOW IT WORKS: Have the children stand in a circle. You will pretend to be snowmen standing up straight. Then tell the children that when you say <i>MELT</i> that means the sun is coming out and it is getting hotter, so hot that they slowly begin to melt until they are on the ground (this is a slow process of falling to the ground). Stand back up again – first the bottom, then the torso, and finally the head until your snowman is standing straight. Repeat the whole process again.</p>
	<p>PREP/MATERIALS: 1-3 square pieces of white paper for each child, scissors</p> <p>HOW IT WORKS: Teach the children to make paper snowflakes.</p> <p>For very young children: Give them each 4-6 strips of light blue paper (20 cm long by 2 cm wide) and have them make a snowflake shape by overlapping the papers and gluing them together in the middle. They can then tear small white pieces of paper and glue them on the blue strips or paint on white dots. For an extra sparkly snowflake, use a bit of silver glitter glue on the top.</p>
	<p>PREP/MATERIALS: printed out bingo cards (Appendices 18 and 19 – laminate for future use), beans or stones for markers</p> <p>HOW IT WORKS: Call out the items on the bingo cards. Children mark off/ put a marker on the picture of the word they hear. When they have three in a row, they call out BINGO, and the game starts again.</p> <p>For smaller children it is sometimes easier to start with a full bingo card and remove the markers instead of putting them on.</p>
	<p>PREP/MATERIALS: different colored strips of paper, a string, thumbtacks, clips or clothespins</p> <p>HOW IT WORKS: Talk about which colors represent happy, sad, angry. Have the children choose and hang up a strip of paper according to how they feel today. You can also create a Mood Measurer by painting a piece of cardboard with positive faces (happy, satisfied) on one end and negative faces (unsatisfied, angry) on the other end. The children then pin their paper with a clothespin with their names on them onto the Mood Measurer. Talk about how in different cultures, colors can mean different things.</p>
	<p>PREP/MATERIALS: one book per child, relaxing music</p> <p>HOW IT WORKS: The children take their books, lie on their backs and place the books on their bellies. Turn on relaxing music. Tell the children to breathe into their bellies, thereby lifting their books. Be careful that they keep their backs on the ground (no arching). It is better for them to breathe in through their noses and out through their mouths. Try to have their breathing synchronize with the rhythm of the music. When the song ends, ask the children how they feel and felt during the breathing. Were they successful? Could they lift their books?</p> <p>SOURCE: Adapted from the Kindness Curriculum from the Center for Healthy Minds, University of Wisconsin–Madison, USA.</p>
	<p>PREP/MATERIALS: A3 sized paper or larger (dark blue works nicely as a background) – 1 for each group, white paint, paintbrushes or Q-tips, crayons, colored pencils and markers, colored paper, glue</p> <p>HOW IT WORKS: Divide the children into groups of 3-4 children. Each group gets a large piece of paper. They should first discuss what they want on their picture and then they should create it together. Afterwards we make an exhibit of the pictures and each group</p>





	<p>should say something about their picture (what is on it, who did what etc.) If you have only very small children, then have them work in pairs and prepare a background.</p>
	<p>PREP/MATERIALS: just for your information: Lexemes for snow are often connected to the type of snow and where it is found, e.g. wet snow on the ground, fresh snow</p> <p>HOW IT WORKS: Ask the children if they know that Eskimos have over 50 words for snow? The Sami in the tips of some Scandinavian countries and Russia have over 180. What about in your country? See how many words/phrases the children can name that are associated with snow.</p>
	<p>PREP/MATERIALS: space for each child to do the yoga pose (mats or towels to ensure each child has his/her own space)</p> <p>HOW IT WORKS: Children sit with their legs crossed and put their hands in the air. Then they put their palms together above their heads. They should push their bottoms into the floor then (while still holding their hands together above their heads) they should raise their shoulders and let them fall. Next, they should take a deep breathe in and when they exhale they should slowly lean their head to the right. On the next inhale they return their head to the middle position and on they should lean their heads to the left. They should return their heads to the center position on the next inhale.</p>
	<p>PREP/MATERIALS: Choose 5 children to bring in something/someone for show and tell (Remember to send a note home with the child about this task or ask the parents when they pick up the child)</p> <p>HOW IT WORKS: Each child brings in something/someone and they speak about that thing/person for 2-3 minutes. The other children can then ask questions.</p>
	<p>PREP/MATERIALS: space to move around</p> <p>HOW IT WORKS: Explain to the children that if Simon says it, then they should do it. Otherwise, the children do not do the action. For instance, if you say: <i>Simon says ski</i>. The children should pretend to ski, but if you say only <i>Ski</i> then they do not do anything. If a person does an action even though Simon did not say it, then they are eliminated from the game (they sit down). For smaller children, we recommend having the children sit down in the spot where they were standing.</p>
	<p>PREP/MATERIALS: space to move around, fast and fun music, blanket or parachute that you can make smaller</p> <p>HOW IT WORKS: Play music. Have the children move around like penguins swimming in the water. When you turn off the music, the children need to jump onto the ice float. Try to get all children onto the ice float – no penguins left behind, or they could get eaten. The only problem is that the ice float is getting smaller and smaller. They may have to share an ice float.</p>


Your suggestions and/or comments:

February

	<p>PREP/MATERIALS: space to make a circle, pictures of towns, cities, villages</p> <p>HOW IT WORKS: Ask the children where they live. Is it a town or a city? If you live in a city, ask them if they have ever been to the countryside and vice versa. Is it big and noisy, or quiet and quaint? What is your favorite place where you live? What do you like the most? What bothers you?</p> <p>READ PART 6 OF THE PARROT STORY.</p>
	<p>PREP/MATERIALS: 1 chair per child, fun music to get them moving, pictures of vehicles (Appendix 22) or small toy vehicles</p> <p>HOW IT WORKS: Put chairs in a circle, backs to the center and put one picture under each chair. Turn on the music and let the children dance around the chair circle. When the music stops, the last person to sit down looks under the chair and gives a sentence about the picture. Turn the music on again and continue the game.</p> <p>Usually the musical chairs game is played by removing a chair each time. This works well with older children, but younger children tend to get quite upset. Once the younger children are used to the game, they may be able to manage when a chair is removed.</p>
	<p>HOW IT WORKS: Each child should count how many times they can smile at someone (at least 5). This usually gets the whole class smiling and laughing. Ask them what/who makes them smile and why. How do they feel after they smile?</p>
	<p>PREP/MATERIALS: space for children to stand in a line, one behind the other and move around the room like a train, signs of places around the town (can enlarge pictures in Appendix 20)</p> <p>HOW IT WORKS: Hang pictures of places in town around the room. Have the children stand in a line, one behind the other. Say the rhyme and have the children do the movements: <i>Here Comes The Choo Choo Train.</i> Bend arms at the elbows. <i>Coming down the track.</i> Move the bent arms forward and back, like a train. <i>First, it's going forward.</i> Line of children moves forward. <i>Then it's going back.</i> Line of children moves backwards. <i>Hear the bells ringing, ding a ling, ding a ling.</i> Put arm up and pretend ring a bell. <i>Hear the whistle blowing, woo woo.</i> Cup hands around your mouth like a megaphone and say woo, woo. <i>What a lot of noise it makes.</i> Cover ears. <i>Everywhere it goes!</i> Continue to move around the room like a train saying <i>chuga, chuga...</i>. Stop at a sign. Ask the children what it is and what you can do there. Repeat the rhyme and the process, stopping at different signs.</p>
	<p>PREP/MATERIALS: space for children to make a tunnel either in one long line or a curvy tunnel around the room</p> <p>HOW IT WORKS: Have the children stand in a line, one in front of the other with their feet apart to form a tunnel to crawl through. Or, make it more difficult and have the children stand in a line hip to hip, bend over and put their hands on the floor, making an upside-down V shape as a tunnel. The first person in line crawls through the tunnel (under the children's V-shaped tunnel). When they are half-way through, the next person in line starts to crawl through. See how many people can make it through before the tunnel falls down.</p>
	<p>PREP/MATERIALS: place to sit in a circle</p> <p>HOW IT WORKS: Explain to the children how to recognize syllables. You can do this by clapping out a sentence. Children should place their hands on the floor in front of them with their fingers spread out. Say the rhyme <i>Johnny is going down the hill. What a thrill! What a thrill! Johnny is going very fast! Be very careful, do not crash!</i> Start at one child and as you say the rhyme, go around the circle and for each syllable, a child should lift a finger. By the</p>

	<p>time you get to the last syllable “crash” you should be at a different child and that child hides 1 finger. Repeat the poem (with a child hiding a finger when you get to “crash” until there is only 1 finger left. That person is the winner. For large groups, lift and hide entire hands instead of only fingers.</p>
	<p>PREP/MATERIALS: Choose 5 children to bring in something/someone for show and tell (remember to send a note home with the child about this task or ask the parents when they pick up the child)</p> <p>HOW IT WORKS: Each child brings in something/someone and they speak about that thing/person for 2-3 minutes. The other children can then ask questions.</p>
	<p>PREP/MATERIALS: parachute, large blanket, table cloth or piece of material, plastic ball(s)</p> <p>HOW IT WORKS: Have children stand around the parachute/table cloth/blanket. Each child should hold on to the material. Place a ball in the middle and begin to move the material up and down. The goal is to keep the ball(s) on the blanket.</p> <p>If you have a parachute with a hole in the center, then try to get the ball into the hole.</p>
	<p>PREP/MATERIALS: one stuffed toy per child, relaxing music.</p> <p>HOW IT WORKS: The children take their stuffed toy, lie on their backs and place the toys on their bellies. Turn on relaxing music. Tell the children to breathe into their bellies, thereby lifting their toys. Be careful that they keep their backs on the ground (no arching). It is better for them to breathe in through their noses and out through their mouths. Try to have their breathing synchronize with the rhythm of the music. When the song ends, ask the children how they feel and felt during the breathing. Were they successful? Could they lift their stuffed toys?</p> <p>SOURCE: Adapted from the Kindness Curriculum from the Center for Healthy Minds, University of Wisconsin—Madison, USA.</p>
	<p>PREP/MATERIALS: children get into pairs (or are put into pairs), plastic balls of different size</p> <p>HOW IT WORKS: Played in pairs. This is similar to the Glue Game, except the children need to hold a ball between the announced body parts. You can say hold it between your shoulders, or between your shoulder and your forehead. This game is a lot of fun. You then give them simple commands like walk across the room. Be careful not to drop the ball. Please be aware of safety precautions.</p>
	<p>PREP/MATERIALS: A3 sized paper or larger – 1 for each group, crayons, colored pencils, markers, colored paper, glue</p> <p>HOW IT WORKS: Make groups of 3-4 children. Each group gets a large piece of paper to create a town/city scene. They should first discuss what they want on their picture and then they should create it together. Afterwards we make an exhibit of the pictures and each group should say something about their picture (what is on it, who did what etc.). Have children create a 3-D version of a town or city by painting different size tea boxes for buildings. Children can make stand-up trees and people as well. Then set them up around the classroom.</p>
	<p>PREP/MATERIALS: printed out bingo cards (Appendices 20 and 21 - laminate for future use), beans or stones for markers</p> <p>HOW IT WORKS: Call out the items on the bingo cards. Children mark off/ put a marker on the picture of the word they hear. When they have three in a row, they call out BINGO, and the game starts again.</p> <p>For smaller children it is sometimes easier to start with a full bingo card and remove the markers instead of putting them on.</p>




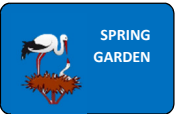



	<p>PREP/MATERIALS: space for children to move around on their knees, 1 plastic straw per child, styrofoam balls or ping pong balls (can be different sizes)</p> <p>HOW IT WORKS: Explain about carnival in different parts of the world and talk about dressing up. Tell the children that a princess at a ball has lost all of her pearls and they need to help her collect them again by using the straws to blow the balls back to one spot.</p>
	<p>PREP/MATERIALS: space to make a circle</p> <p>HOW IT WORKS: Children sit in a circle. The teacher can start the game by calling on a student and sending a smile. Remember, it may take some children some time to catch the smile and smile back.</p> <p>ZDROJ: COOPER, Janet. <i>The early years communication handbook: A practical guide to creating a communication-friendly setting in the early years</i>. London: Practical Preschool, 2010. ISBN 19-072-4103-5.</p>
	<p>PREP/MATERIALS: space for children to do a yoga pose, towel or yoga mat for children to understand their space</p> <p>HOW IT WORKS: Sit on the floor with your legs straight out in front of you. Bend your knees and keep your feet on the floor. Entwine your hands under your knees. With a straight back, slowly lift up your feet from the floor and put your chin to your chest. Children should try to stay on their tailbones. If you can manage, release your hands from under your knees. Your legs can either stay bent or you can straighten them out. Really small children can lie on their backs, pull their knees up to their chests and rock back and forth.</p>
	<p>PREP/MATERIALS: sit in a circle with enough space for the kids to run around the circle. This is also a good adaptation game to practice names.</p> <p>HOW IT WORKS: Start to say a child's name and clap out a rhythm (one you make up). The children should listen to the name the teacher claps out and also call out the name and try to clap the same rhythm. If a child hears his/her name, he/she gets up and runs around the circle and sits down in the same spot from which they started. The teacher then claps out a different rhythm and calls out a different name and the children again join in.</p>
	<p>PREP/MATERIALS: space for children to do a yoga pose, towel or yoga mat for children to understand their space</p> <p>HOW IT WORKS: Bend your knees and jump to face the side, put your arms out straight with palms down. Your feet stay in one place, but you twist your torso and arms to the front, like a helicopter.</p> <p>See https://www.youtube.com/watch?v=LA3RXapxWkA</p>
	<p>PREP/MATERIALS: small pieces of paper to use as tickets, a table or desk (to use as the ticket counter)</p> <p>HOW IT WORKS: Ask children if they have ever been with someone when they have bought a ticket. Teach them what to say: <i>I'd like a ticket to xxxx, please</i>. Remember to use polite words.</p>
	<p>PREP/MATERIALS: blocks, space to sit in a circle</p> <p>HOW IT WORKS: Each child in the circle gets the same number of blocks in front of them. Each child takes turns going to the center of the circle to add another block to the group tower. The goal is to build the tallest tower. You can use this activity throughout the week, keeping track of totals each day. On the last day, say which day was the most successful.</p>
	<p>PREP/MATERIALS: printed out bingo cards (Appendices 22 and 23 - laminate for future use), beans or stones for markers</p> <p>HOW IT WORKS: Call out the items on the bingo cards. Children mark off/ put a marker on the picture of the word they hear. When they have three in a row, they call out BINGO, and the game starts again.</p>


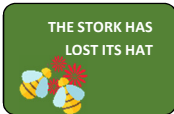

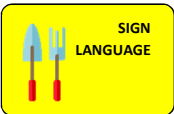


	For smaller children it is sometimes easier to start with a full bingo card and remove the markers instead of putting them on.
	<p>PREP/MATERIALS: space for a circle, a suitcase, items of clothing, things you may take with you on a trip, things you would almost never take with you on a trip</p> <p>HOW IT WORKS: Ask the children: <i>Have you ever traveled? What would you take with you on an airplane? Or if you were to travel to another country where it is hot? Or to a place where it is cold?</i> Tell the children you are having problems packing your suitcase. Place the items you have in the center of the circle and the suitcase in front of you. Ask the children one by one to help you decide what to put in your suitcase.</p>


Your suggestions and/or comments:

March

	<p>PREP/MATERIALS: pictures of flowers</p> <p>HOW IT WORKS: Have the children name some flowers in English (lily of the valley, rose, tulip, daisy, sunflower) or another language. Can they draw any of them on the board?</p> <p>READ PART 7 OF THE PARROT STORY.</p>
	<p>PREP/MATERIALS: 2-cm wide strip of paper for each child, space to sit in a circle (children can also work in pairs)</p> <p>HOW IT WORKS: Children fold the strip of paper in half and hold it by the fold to have a bird with wings that will move up and down. Tell the children that your paper bird is a bit naughty and does not want to sit in one place. Tell them to have their paper birds gently sit on their neighbor's or partner's shoulder, knee etc.</p>
	<p>PREP/MATERIALS: green construction paper cut half-way through to look like grass (for easier manipulation, we glued the bottom uncut part of the green paper onto a piece of cardboard to make it sturdier), small plastic animals or objects (or pictures of vocabulary you would like to review)</p> <p>HOW IT WORKS: Hold up the green grass and tell the children that something is hiding in the grass. Ask them to guess what it is. After a few guesses, you can give them hints or they could ask you yes/no type questions. Once they guess what it is, show them and go to the next object.</p>
	<p>PREP/MATERIALS: Plastic animals (mothers and babies) or printed out cards of mommy and baby animals (Appendix 24)</p> <p>HOW IT WORKS: Hide the cards or the plastic animals around the classroom (but leave a little bit sticking out so the children can find them) and have the children search for them, match them up into pairs and name them. A tricky one for a lot of children is the caterpillar and the butterfly or the frog and the tadpole.</p>
	<p>HOW IT WORKS: Each child should count how many times they can smile at someone (at least 5). This usually gets the whole class smiling and laughing. Ask them what/who makes them smile and why. How do they feel after they smile?</p>
	<p>PREP/MATERIALS: cotton balls (enough for each student in the class), sandpaper (small piece for each student)</p> <p>HOW IT WORKS: Give each student a cotton ball. Ask them to describe the cotton balls (soft, light, fluffy). Collect them back and let the cotton ball(s) fall on each student. Does it hurt? We talk about how the cotton balls are like kind words that we can use with our friends (please, thank you, may I etc). Collect them again and give each child a piece of sandpaper. Again, ask them to describe how it feels (rough, hard, scratchy). Talk about how this is like the "ugly" words we may use or the criticism we may give. Show how the sandpaper can damage a piece of wood if not used correctly. It leaves a mark that is hard to remove. Present the children with a scenario, e.g. two kids want to have the same toy, and ask the children to say which "cotton ball" words they could use to help them solve the problem.</p> <p>SOURCE: http://preschoolpowolpackets.blogspot.cz/2016/09/kind-words-sensory-lesson-friendship.html</p>
	<p>PREP/MATERIALS: printed out bingo cards (Appendices 24 and 25 - laminate for future use), beans or stones for markers</p> <p>HOW IT WORKS: Call out the items on the bingo cards. Children mark off/ put a marker on the picture of the word they hear. When they have three in a row, they call out BINGO, and the game starts again.</p>








	<p>For smaller children it is sometimes easier to start with a full bingo card and remove the markers instead of putting them on.</p>
	<p>PREP/MATERIALS: space for the children to stand in a line</p> <p>This game supports group cooperation while having children be aware of themselves and others.</p> <p>HOW IT WORKS: Have the children put themselves in order by height by themselves (we help not by telling them who goes where, but by motivating them to look around, maybe even to stand back to back, etc.). The main goal is for them to do it themselves. Once they are in order, we recommend taking a photo of the group so that at the end of the school year when you do the exercise again, you can talk about how the line-up has changed. Older kids can use a measuring tape to see how tall they are before getting into line.</p>
	<p>PREP/ MATERIALS: space to stand in a circle</p> <p>HOW IT WORKS: Have every other child shake the hand of the person on their left and say: "Good morning." Then they should turn to the person on their right, high-five them and say "hello." We recommend that the teacher joins in.</p>
	<p>PREP/MATERIALS: space to make a long line (inside or outside)</p> <p>HOW IT WORKS: Have children sit one behind the other in a line with legs open in a V-shape. Tell them to gently hold onto the ankles of the person behind them. See if they can move around the room on their bottoms like a caterpillar.</p> <p>See https://www.youtube.com/watch?v=yzf5tLIENzk</p>
	<p>PREP/MATERIALS: A3 size paper or larger, crayons, colored pencils, colored paper, scissors, glue, seeds, stamps (great for smaller kids)</p> <p>HOW IT WORKS: In groups of 3-4, children create a spring garden scene. They can cut out flowers from the colored paper, glue seeds onto the picture etc. Remember that as a teacher you can give suggestions, but the process is to help them discuss and create together.</p>
	<p>PREP/MATERIALS: seeds for different types of flowers, soil, flower pots (yogurt cups work nicely), 1 popsicle stick for each flower pot, small paper that can be glued to the popsicle sticks, glue, colored pencils</p> <p>HOW IT WORKS: Have the children plant seeds, but do not tell them what types of seeds they are. Tell them to guess what they think will grow. Older children can draw pictures of what they think it may be and then glue the picture onto the popsicle stick. When the plants bloom, see if the child had guessed correctly. For smaller children, you can make small pictures of the flowers available and have them choose one to glue onto the popsicle stick.</p>
	<p>PREP/MATERIALS: space for each child to do the yoga pose (mats or towels to ensure each child has his/her own space)</p> <p>HOW IT WORKS: Children stand with feet a bit more than shoulder's width apart. Then they turn the right foot out so that the right foot and the left heel are in line. They put their left hand on their left hip (making the handle of the watering can) and their right arm straight out to the side (making the spout). They bend over to the right side to water the flowers. They then put their right hand on their right shin, raise their left hand into the air and turn their heads to look at their left hand. Ensure that they keep their hips facing forward and do not twist to the side. Repeat the whole position on the left side.</p>
	<p>PREP/MATERIALS: space for the children to stand in a line or a circle</p> <p>HOW IT WORKS: Sing the "Five little flowers" song to the Itsy Bitsy Spider melody (available on YouTube, e.g. https://www.youtube.com/watch?v=8cUpo99vx48)</p> <p><i>Five little flowers standing in the sun.</i> Children stand up straight. <i>See their heads nodding.</i> Children nod their heads. <i>Bowing one by one.</i> Children take a bow one by one but keep their</p>

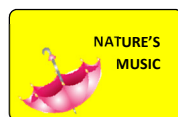
	heads down. <i>Down, down, down falls the gentle rain.</i> Children show rain falling by wiggling their fingers. <i>And the five little flowers lift up their heads again.</i> Children stand up straight again with heads held high.
	<p>PREP/MATERIALS: a blanket, pillows, stuffed animals, space to make a circle</p> <p>HOW IT WORKS: This exercise is to help children get rid of their fear of being hidden and to build trust among classmates. Choose 1 child to be the little mole who pretends to fall asleep in the middle of the circle. All the other children gently cover him/her up with the blanket, stuffed animals etc. If the child is very afraid under the blanket, then uncover his/her head or hide him/ her together with a friend. The children then call out <i>Little mole, little mole, it's time to wake up!</i> and the little mole jumps out from under everything. Choose another child and repeat.</p>
	<p>PREP/MATERIALS: space for children to run safely to touch things around the room (or outside)</p> <p>HOW IT WORKS: Pretend to be storks with hands straight out in front of you, clapping like a big beak. Clap in rhythm. Choose a child and say: <i>The stork has lost its hat. NAME, what color did it have?</i> The child says a color and all the children run to touch something in the room of the same color.</p>
	<p>PREP/MATERIALS: space for 7-20 players (for smaller children, you can play with less)</p> <p>HOW IT WORKS: If you have a large group, split them into two. The children should stand close to one another in a circle to adjust to having someone in their private space. Tell them to put their left hand into the circle and grab someone else's wrist gently, then they should put in their right hand and grab someone else's wrist to form the human pretzel. Their job is to untangle themselves without letting go. This is difficult at first and the children may get frustrated with the situation, but it is an excellent exercise for teambuilding. The teacher should not get too involved with giving instructions, except with younger children where we suggest the teacher join in on the first round. The main goals of this activity are for the children to speak to each other and come to a solution. Not all human pretzels can be untangled. When the activity is over, ask the children what they could have done differently and how they felt during the game.</p>
	<p>PREP/MATERIALS: Learn some basic sign language (e.g., I love you, thank you, please, hello) Videos are available on YouTube but it is best to search for the language you need, e.g., https://www.youtube.com/watch?v=RaaOvBXA8QQ for American Sign Language</p> <p>HOW IT WORKS: Ask the children if they have ever seen anyone use their hands a lot to speak (maybe on public transportation). Explain to the children that sometimes people cannot hear well and cannot speak, so instead they use sign language. Ask them if they know of someone who does not hear well or who cannot speak, but who uses sign language. Teach them some basic sign language.</p>
	<p>PREP/MATERIALS: space for the children to lie down on their backs (if it is warm and dry enough outside, you can do this activity in the grass)</p> <p>HOW IT WORKS: The children lie down on the floor facing the direction of the sun and close their eyes. We all breathe deeply and relax. Pretend that you are on the beach catching rays (you can even tell them how everything smells wonderful and about the bees buzzing flying from one flower to another).</p>
	<p>PREP/MATERIALS: several small cloth bags filled with beans and sewn shut or a ball, space for children to sit in a row, one in front of the other, fun music</p> <p>HOW IT WORKS: The children sit in a line, one in front of the other. Give the first person in line a bean bag and tell them to twist to the right and pass the bag to the person behind them. The second person should twist to the left and pass it to the third person who then</p>

	<p>twists to the right and so on. Once the children learn the process, add in more bean bags. For extra fun, turn on some fun music to see if they can keep the rhythm.</p>
	<p>PREP/MATERIALS: a ball of yarn or string, space to make a circle</p> <p>HOW IT WORKS: You hold one end of the yarn and send the ball to someone else in the circle. Tell that person what it is you like about them. They continue to hold a piece of the yarn and send the ball to someone else and say what it is they like about them. The process continues until everyone one is holding a section of the yarn and you now have a spiderweb. It is important that the children do not let go of the yarn. This process can be difficult for younger children, so instead of yarn, you can just roll a ball.</p> <p>If the class manages to hold the yarn, you can find out who is popular in your class and who did not get the ball of yarn many times. It is good for everyone to get the ball of yarn at least once, so they can hear something good that people like about them.</p>
	<p>PREP/MATERIALS: space for each child to do a yoga pose (mats or towels so that each child has his/her space)</p> <p>HOW IT WORKS: Children start by sitting on the floor with legs crossed Indian style. They then lift up their knees as high as possible with the soles of their feet facing each other, but slightly apart. They put their arms under their knees from the inside out. Their hands should be sticking out with palms up. They then straighten their spines so that they are like a flower that has just been watered.</p>
	<p>PREP/MATERIALS: space to sit in a circle, honey to show how it is sticky and how it moves</p> <p>HOW IT WORKS: Ask the children if they like honey and what they know about it (sticky, sweet etc.). Then ask them if they know where it comes from. If no one has an allergy to honey, you could use real honey for this exercise, otherwise, just have them imagine that they have honey running down their chins. They should lick their lips, top and bottom and don't forget the corners. There's still some honey on their teeth from the front and behind. Can they lick it off?</p>
	<p>PREP/MATERIALS: white sheet, cord, flashlight (inside), sunlight from the side to get a distinct shadow (outdoors), group or pair work</p> <p>HOW IT WORKS: If the activity takes place inside, you need to prepare a place to see the shadows. Hang a cord across the room and place the sheet over it. Show the kids how to play with shadows (where they must shine the flashlight, etc.). The children make a shadow sculpture or show a movement such as combing hair, brushing teeth etc. (either by themselves or together in a group or pair). The other children guess what the person is showing. If the activity takes place outside, it is important to understand when and where the shadow is the most visible. Outside the activity is done in a similar fashion as to inside.</p>

Your suggestions and/or comments:

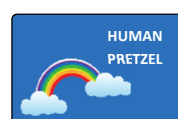
April

	<p>PREP/ MATERIALS: different street/park signs (Appendix 26)</p> <p>HOW IT WORKS: Show the children the signs they may see around them and see if they can guess what they mean. Are there different signs in different countries? Have they seen any of the signs before? Where?</p> <p>READ PART 8 OF THE PARROT STORY.</p>
	<p>PREP/ MATERIALS: string, yarn or ribbon, tape if needed</p> <p>HOW IT WORKS: Set up the spider web obstacle course around furniture, doors etc., so that the children can crawl through it without touching the web. Tell them that if someone gets stuck, they can help them out of the web.</p>
	<p>PREP/ MATERIALS: either already cut-out umbrellas for younger children (colored paper or on white paper so they can color it), or a printed umbrella to be cut out by older children, glue, scissors, colored pencils, crayons, pencils, 1 piece of A4 paper for each child</p> <p>HOW IT WORKS: Have the children glue the umbrella onto the paper (landscape layout), then draw on the umbrella handle and add people they would like to have under the umbrella with them. Talk about what we like about those people.</p>
	<p>HOW IT WORKS: Each child should count how many times they can smile at someone (at least 5). This usually gets the whole class smiling and laughing. Ask them about what/who makes them smile and why. How do they feel after they smile?</p>
	<p>PREP/ MATERIALS: 5-6 numbered jars or containers with lids, cotton balls for each jar, lemon juice, coffee, garlic, mint, cinnamon, lavender, roses (or oils/liquids from these), A5 size paper for the children with rows and number for each jar (see Appendix 27)</p> <p>HOW IT WORKS: Put a drop of a different oil on each cotton ball and place each into a numbered jar. In a circle, each child smells what is in each jar, guesses what is inside and chooses a face on the paper to show if they liked it or not. Talk about how things smell different, and sometimes even people smell different because they eat different types of food. If you do not use the cotton balls with oil added to them, but decide to use a lemon, coffee grounds etc. then ensure that the children do not see what is in them.</p>
	<p>PREP/ MATERIALS: space to stand in a circle</p> <p>HOW IT WORKS: Have the children shake the hand of the person on their left and say <i>Good morning</i>. Then they should turn to the person on their right, high-five them and say <i>hello</i>. We recommend that the teacher join in.</p>
	<p>PREP/ MATERIALS: space to do a yoga pose, towel or yoga mat so that children have their assigned space, a sound clip of a frog ribbiting (e.g. https://www.youtube.com/watch?v=Jr45XZVspPg)</p> <p>HOW IT WORKS: Have the children guess which animal they hear. Then tell them they are going to do the frog pose. Start by standing with legs a little wider than hip distance apart. Then have them turn their feet and knees out to the sides a little bit, so that they are making a V-shape (it must be comfortable). Then they bend their knees and slowly lower their bottoms. Have them put their palms together (as if praying) and gently push the soles of their feet into the ground. Have them breathe in and when they breathe out they lift up their bottoms. Repeat several times. Then have the children put their hands on the ground in between their legs in front of them. Have them pull their belly button towards their spines. Kids can also jump around like frogs if you have the space.</p>



PREP/ MATERIALS: 1 paper towel roll for each child, 2 circles cut from paper bags with four short diagonal slits to make it easier to cover the ends of the paper towel roll, masking tape to secure the circles, aluminum foil (1 piece, 3x as long as your paper towel roll/child), rice (1/2 cup per child), paint or colored paper

HOW IT WORKS: Making this rainmaker is a nice exercise to do in pairs so that the children can help each other with holding while taping. Have the children tape one circle onto the paper towel roll. Give the children aluminum foil and have them make a zig-zag snake from it (this slows down the rice to make the rain sound). Put the aluminum foil into the paper towel roll. Add the rice and cover the second end of the paper towel roll with the second circle and tape. Have the children decorate their rainmakers.



PREP/MATERIALS: space for 7-20 players (for smaller children, you can play with less)

HOW IT WORKS: If you have a large group, split them into two. The children should stand close to one another in a circle to adjust to having someone in their private space. Tell them to put their left hand into the circle and grab someone else's wrist gently, then they should put in their right hand and grab someone else's wrist to form the human pretzel. Their job is to untangle themselves without letting go. This may be difficult at first and the children may get frustrated with the situation, but it is an excellent exercise for teambuilding. The teacher should not get too involved with giving instructions, except with younger children where we suggest the teacher join in on the first round. The main goals of this activity are for the children to speak to each other and come to a solution. Not all human pretzels can be untangled. When the activity is over, ask the children what they could have done differently and how they felt during the game.



PREP/MATERIALS: printed out bingo cards (Appendices 28 and 29 - laminate for future use), beans or stones for markers

HOW IT WORKS: Call out the items on the bingo cards. Children mark off/ put a marker on the picture of the word they hear. When they have three in a row, they call out BINGO, and the game starts again. For smaller children it is sometimes easier to start with a full bingo card and remove the markers instead of putting them on.



PREP/MATERIALS: space for the children to dance around, a large blanket (or two-three for larger classes), music for dancing

HOW IT WORKS: The key for this exercise is for all the children to get onto the lifeboat no matter how small it gets. Turn on the music and have children dance around the room. Turn off the music after 30 seconds and have the children run to the lifeboat (blanket). All children must get onto the blanket to save themselves from drowning. Turn the music back on and have the children dance again, while you make the blanket smaller. Turn the music off again and have ALL the children get onto the lifeboat. They may have to sit on each other's laps. Repeat until you get to the smallest size blanket possible for your group size.






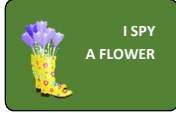


PREP/MATERIALS: if you do not know the song, you can find the melody and the lyrics on YouTube, e.g., <https://www.youtube.com/watch?v=Zu6o23Pu0Do>

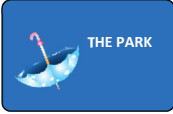




HOW IT WORKS: Sing the song: *Rain, rain, go away. Come again another day. Little Johnny (or another name) wants to play. Rain, rain, go away.* Discuss what you can do when it rains.



PREP/MATERIALS: paint (red, orange, yellow, green, blue, purple), large piece of cardboard, exacto knife, string, A5 cardstock, holepunch, crayons or colored pencil









HOW IT WORKS: Talk about which colors are in a rainbow and when can we see rainbows. This is a good time to talk about what happens when we mix colors together (red + yellow = orange, yellow + blue = green, blue + red = purple). Cut out a large rainbow from the cardboard and paint it. Cut out white clouds and string them under the rainbow. Have the children draw pictures of themselves and hang it on a cloud or under the rainbow.






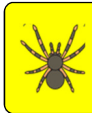

	<p>If your children are too young to draw a self-portrait, take pictures of them and print them out to hang up under the rainbow instead.</p>
	<p>PREP/MATERIALS: camera, printer</p> <p>HOW IT WORKS: The exercise is to show that everyone has something good about them. Ask the children what they think is the best part of them. It could be inside (kindness, good heart) or outside (my eyes, my hair). This can also be used as a nice class art project if you take a picture of the best parts of everyone (eyes, nose, legs, feet, for kindness you could use giving hands, and the child could make a heart with their hands if they are loving). Hang up the pictures the next day and see if the children know which picture belongs to which child.</p>
	<p>PREP/MATERIALS: bins for recycling (colored bins if possible to match your area's recycling system), items of "trash" to be sorted and recycled</p> <p>HOW IT WORKS: Give each child a piece of "trash" and ask them to put it into the proper bin. Talk about why it is so important to reduce, reuse and recycle.</p>
	<p>PREP/MATERIALS: space to be running around (can be played outside)</p> <p>HOW IT WORKS: Ask the children what they would you do if a bear was chasing them? (Did you know that you should do something different for different types of bears?) Play the game where the children must get to safety. One person is the cottage (the child lifts up his arms and puts his/her hands together like a roof) and for the first round the teacher is the bear. The bear chases everyone around the classroom and the children need to make it to the cottage to be safe, but the cottage is magical and can move as well (the child doesn't run around constantly but can shift positions occasionally).</p>
	<p>PREP/MATERIALS: space for the children to be moving safely around the classroom (or outside)</p> <p>HOW IT WORKS: Say "I spy with my little eye a flower that is red." The children run to touch something that is red. Then ask them if they can name some flowers that are red. Repeat with different colors.</p>
	<p>PREP/MATERIALS: space to practice the Turtle Technique</p> <p>HOW IT WORKS: Talk to children about a time when you were angry. How did you feel? What did you do? Have they had the same thing? What did they do? What can a person do when they are angry to make things better? Teach them the Turtle Technique: 1: Recognize that you are angry (the feeling of wanting to explode etc.) 2: Think the word "Stop" 3: Go into your "shell" – for small children this can mean to take three deep breaths and think calming thoughts (I can have good ideas. I am good at finding solutions. I can always ask for help.) 4: Come out of your "shell" when you feel calmer and can calmly express what is going on.</p> <p>SOURCE: ROBIN, Arthur, Marlene SCHNEIDER & Michelle DOLNICK. The turtle technique: An extended case study of self-control in the classroom. <i>Psychology in the schools</i>. 1976, 13, 449-453. and SCHNEIDER, Marlene. The turtle technique in the classroom. <i>Teaching exceptional children</i>. 1974, 7, 21-24.</p>
	<p>PREP/MATERIALS: space for the children to work in pairs facing each other, a mirror</p> <p>HOW IT WORKS: First ask the children if they looked into a mirror this morning. What did they see? Ask <i>Can you smile at yourself?</i> Try it with the mirror. Then, have the children face each other. One person does a slow movement and the other child mimic the other's movements as if they were looking into a mirror. Continue for a few minutes, then switch roles. The slower the movement, the better.</p>


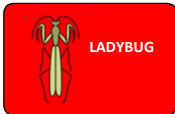




	<p>PREP/MATERIALS: A3 size paper or larger, crayons, colored pencils, colored paper, glue, stamps of playground items (great for smaller kids)</p> <p>HOW IT WORKS: In groups of 3-4, children create a park scene. They can cut out colored paper, add trees, playground equipment etc. Remember that as a teacher you can give suggestions, but the process is to help them discuss and create together. When finished have the children present their pictures.</p>
	<p>PREP/MATERIALS: space for the children to stand in a circle or a line (or two lines for bigger classes)</p> <p>HOW IT WORKS: Have the children do a wave by gradually moving up and down from one end of the line to the other. They can also hold hands or jump up like big waves. We recommend filming the wave, so the children can see themselves.</p>
	<p>PREP/MATERIALS: a piece of glass, a piece of plastic, a piece of tin, a bowl of water, if doing the activity inside then a plastic tub to keep the floor from getting wet</p> <p>HOW IT WORKS: Talk to the children about the different types of buildings from various materials that people live in. Have the children close their eyes and listen to see if they can tell on which surface the water is falling. If you have older children, they could lead the activity as well (one at a time), asking their classmates to close their eyes and guess. You can also play videos from YouTube, e.g</p> <p>https://www.youtube.com/watch?v=s61TmfE3zY4 – on tin roof</p> <p>https://www.youtube.com/watch?v=VEKmlQVa224on – on plastic</p> <p>https://www.youtube.com/watch?v=DUGYxotAcGY – on glass</p> <p>https://www.youtube.com/watch?v=k5lv3xahGdl – on water</p> <p>https://www.youtube.com/watch?v=zKHJuEwzXPk – on leaves</p>
	<p>PREP/MATERIALS: space for children to lie down on their backs (if it is warm and dry enough, you can do this activity outside in the grass)</p> <p>HOW IT WORKS: Each child lies down on the floor facing the direction of the sun. Pretend that you are on the beach catching rays. Close your eyes and breathe deeply. Relax. (You can create a sunny atmosphere by describing how it smells nice, bees are buzzing, the flowers are in bloom etc.).</p>
	<p>PREP/MATERIALS: printed out bingo cards (Appendices 30 and 31 - laminate for future use), beans or stones for markers</p> <p>HOW IT WORKS: Call out the items on the bingo cards. Children mark off/ put a marker on the picture of the word they hear. When they have three in a row, they call out BINGO, and the game starts again. For smaller children it is sometimes easier to start with a full bingo card and remove the markers instead of putting them on.</p>

Your suggestions and/or comments:

May

	<p>PREP/MATERIALS: pictures of meadows, insects, wildflowers, plants (you can also talk about protected plants)</p> <p>HOW IT WORKS: Talk about what a meadow is. Has anyone been in a meadow? What can you find in a meadow? Talk about how diversity is important in a meadow.</p> <p>READ PART 9 OF THE PARROT STORY.</p>
	<p>PREP/MATERIALS: space to move around and sing a song</p> <p>HOW IT WORKS: Sing the Insect Song: <i>It's an insect not a spider. It has 6 legs instead of 8. Hold up 6 fingers). Three on this side. Three on that side. Hold up 3 fingers on each side of your body. And now it's crawling on my plate!</i> Show the crawling movement with your hands. <i>Aaahhh!</i> Hands up in a scream and run around the room.</p> <p>SOURCE: http://schroederpage.blogspot.cz/2013/03/the-creepies-and-crawlies-are-out.html</p>
	<p>HOW IT WORKS: Each child should count how many times they can smile at someone (at least 5). This usually gets the whole class smiling and laughing. Ask them about what/who makes them smile. How do they feel after they smile?</p>
	<p>PREP/MATERIALS: sit in a circle with enough space for the kids to run around the circle This is also a good adaptation game to practice names.</p> <p>HOW IT WORKS: Start to say a child's name and clap out a rhythm (one you make up). The children should listen to the name the teacher claps out and also call out the name and try to clap the same rhythm. If a child hears his/her name, he/she gets up and runs around the circle and sits down in the same spot from which they started. The teacher then claps out a different rhythm and calls out a different name and the children again join in.</p>
	<p>PREP/MATERIALS: a hula hoop for each group of 4-5 kids</p> <p>HOW IT WORKS: In groups, children try to carry a hula hoop across the room using only their fingertips. If you would like to make it a bit more difficult, add some obstacles (folded up carpet, pillows etc.). Be aware of safety precautions.</p>
	<p>PREP/MATERIALS: space for children to do a yoga pose, yoga mats or a towel for each child so they each have their own space</p> <p>HOW IT WORKS: Children sit on the ground and put the soles of their feet together and hold their feet. They flap their wings (bent legs) up and down, but quietly like a butterfly sitting on a flower.</p>
	<p>PREP/MATERIALS: different colored strips of paper, a string, thumbtacks, clips or clothespins</p> <p>HOW IT WORKS: Talk about which colors represent happy, sad, angry. Ask them if they know that in different places colors can mean different things. Have the children choose and hang up a strip of paper according to how they feel today. You can also create a Mood Measurer by painting a piece of cardboard with positive (happy, satisfied) faces on one end and negative (unsatisfied, angry) faces on the other end. The children then pin their paper with a clothespin with their names on them onto the Mood Measurer.</p>
	<p>PREP/MATERIALS: space to move around the room, pictures of worms</p> <p>HOW IT WORKS: Have the children stand in a line, one in front of the other. Then, they hold onto the shoulders of the person in front of them and move around the room like a worm, trying not to break the line. Talk about what birds eat and why worms are good for gardens.</p>

 <p>VERY HUNGRY CATERPILLAR</p>	<p>PREP/MATERIALS: The Very Hungry Caterpillar book by Eric Carle</p> <p>HOW IT WORKS: Read the Very Hungry Caterpillar by Eric Carle. A video of it can also be found on YouTube. Ask the children to repeat the story. Can they remember what the caterpillar ate? And when?</p> <p>You can find many activities related to this book on the internet.</p>
 <p>WITCH'S BREW</p>	<p>PREP/MATERIALS: a pot in which to make the brew, fizzy vitamin C tablet, some edible plants (herbs) from a garden that the children can help to collect (books on plants/pictures of plants), a cup for each child to taste the brew</p> <p>HOW IT WORKS: Tell the children that you are going to pretend to be witches and make a witch's brew. Ask them what it should be used for, e.g., to make someone smarter, or to get rid of the wiggles. Remember to ask about allergies before doing this activity.</p>
 <p>BUMBLEBEE POSE</p>	<p>PREP/MATERIALS: space to move around, yoga mats or towels so children have their own space</p> <p>HOW IT WORKS: Tell the children to kneel and straighten their backs. They should take a deep breath and with a closed mouth slowly breathe out making a buzzing sound. When the children repeat the exercise, they can close their eyes and put their hands on their ears. Now have them imagine flying around from flower to flower like a bumblebee.</p>
 <p>BUG BINGO</p>	<p>PREP/MATERIALS: printed out bingo cards (Appendices 32 and 33 - laminate for future use), beans or stones for markers</p> <p>HOW IT WORKS: Call out the items on the bingo cards. Children mark off/ put a marker on the picture of the word they hear. When they have three in a row, they call out BINGO, and the game starts again.</p> <p>For smaller children it is sometimes easier to start with a full bingo card and remove the markers instead of putting them on.</p>
 <p>BUSY BEE GAME</p>	<p>PREP/MATERIALS: space to form a circle and move around (inside or outside)</p> <p>HOW IT WORKS: Have the children stand in a circle and hold hands. Lift up arms to make a big tree. Choose one child to be the busy bee. Sing the busy bee song: <i>Busy, busy bee, busy, busy bee, buzzing around the apple tree. Busy, busy bee, busy, busy bee, stay away and don't sting me. Buzzzz... ouch!</i></p> <p>While you sing the busy bee song, the busy bee goes in and out of the circle around each person (the waggle dance) or around the circle (the round dance). When the song says... <i>buzzzz, ouch!</i> ... the busy bee stops and stings (tags) the child he or she is closest too and now you have a new busy bee. Keep playing until everyone gets to be a busy bee!</p> <p>SOURCE: created and copyright in 2010 by Deborah J. Stewart. http://littlefingersplay.blogspot.com</p>
 <p>SPIDER WEB</p>	<p>PREP/MATERIALS: a ball of yarn or string, space to sit in a circle</p> <p>HOW IT WORKS: You hold one end of the yarn and roll the ball to someone else in the circle. Tell that person what it is you like about them. They continue to hold a piece of the yarn and send the ball to someone else and say what it is they like about them. The process continues until everyone one is holding a section of the yarn and you now have a spiderweb. It is important that the children do not let go of the yarn. This process can be difficult for younger children, so instead of yarn, you can just roll a ball.</p> <p>If the class manages to hold the yarn, you can find out who is popular in your class and who did not get the ball of yarn many times. It is good for everyone to get the ball of yarn at least once, so they can hear something good that people like about them.</p>
 <p>MEADOWS</p>	<p>PREP/MATERIALS: A3 sized paper or larger – 1 for each group, crayons, colored pencils, markers and stamps with bugs on them, colored paper, glue</p> <p>HOW IT WORKS: Divide the children into groups of 3-4 children. Each group gets a large piece of paper. They should first discuss what they want on their picture and then they</p>

	<p>should create it together. Afterwards we make an exhibit of the pictures and each group should say something about their picture (what is on it, who did what etc.) If you have only very small children, then have them work in pairs and prepare a background.</p>
	<p>PREP/MATERIALS: space to move around, create a circle, books on or pictures of insects HOW IT WORKS: Start in a circle and pretend to be different insects. Crawl like a caterpillar. Climb like a spider. Buzz like a bee. Hop like a cricket. March like an ant.</p>
	<p>PREP/MATERIALS: A5 paper for each child. Pencils, erasers, crayons and/or colored pencils HOW IT WORKS: Children learn and say the rhyme while drawing a ladybug. <i>Little circle, nice and round</i> (draw a circle), <i>we'll make a line through half-way down</i> (draw a line in the middle of the circle, but only a bit longer than half-way up). <i>Add a line for a head</i> (draw a line perpendicular to the line in the middle), <i>two antennae nice and bright</i> (add two lines as antennae on the head), <i>and three legs on the left and right</i> (draw three legs on each side of the ladybug). <i>Add some dots on your back</i> (draw on the dots) <i>and it's a ladybug, that's a fact.</i> Afterwards, have the children color in their ladybugs. SOURCE: translated from SYNEK, František. <i>Říkáme si s dětmi: k praktickým otázkám výchovy jazyka a řeči u malých dětí</i>. 5., přeprac. vyd. Praha: ArchArt, 2004. ISBN:80-86638-04-9.</p>
	<p>PREP/MATERIALS: A5 paper for each child, pencils, erasers, crayons, markers and/or colored pencils, scissors, large black sheet of paper, glue HOW IT WORKS: Each child traces his/her hand and colors and decorates the handprint. If the child can manage, he/she cuts out the handprint. The teacher then glues all the hands into a flower shape (with hands overlapping to form the petals) onto the large black sheet of paper.</p>
	<p>PREP/MATERIALS: 10-15 green sheets of paper, fast and fun music for jumping, space for jumping (inside or out) HOW IT WORKS: Play music. Have the children jump around like frogs. When you turn off the music, the children need to jump onto a lily pad. Try to get all children onto lily pads – no frogs left behind, or they could get eaten by a crocodile or a stork. They may have to share a lily pad. For older children, you can put down hula hoops instead of paper and have them jump from one hula hoop to another. Remember to place them close enough together. If too many kids are on one lily pad it will sink (you remove it).</p>
	<p>PREP/MATERIALS: laminated cards of bugs and flowers, the list of bugs and flowers – one for each pair/group (see Appendix 34), pencils or crayons HOW IT WORKS: Hide the cards around the room and have the children search for them. Each pair or group gets a list with pictures. Once they find the card, they mark it off their list and put the card back in place. After 15 minutes come back together in a circle to see who has found what. This is a nice activity to do on a walk looking for the real insects and flowers.</p>
	<p>PREP/MATERIALS: a cloth bag, any items of vocabulary that you would like to review HOW IT WORKS: Hide these items in a bag and start to describe something in the bag. Have the children guess what it is. When they guess correctly, take the object out of the bag and show them. Keep going until your bag is empty. You can also have the children ask you questions about the items in the bag. You can answer only yes or no.</p>



PREP/MATERIALS: blankets or toilet paper, pictures of the stages in the life of a butterfly
HOW IT WORKS: In a circle, have the children curl up in a ball like an egg. Then, have them crawl out like a caterpillar wanting to eat something. Then wrap them up under blankets (or for more fun and smaller groups wrap them in toilet paper). Have them come out and fly like butterflies, flapping their arms quietly.



PREP/MATERIALS: space to make a circle
HOW IT WORKS: If you have a student from another country, ask them to sing a song in their language. If possible, ask a parent to help with this. If this does not work, learn the Moroccan Ram Sam Sam song. Sing along, follow the directions and use these actions to the words: *A ram sam sam a ram sam sam*. Slap both hands to your thighs in time to ram sam sam. *Guli guli guli guli guli ram sam sam*. Hand over hand turning motion in front of you. *A ra-vi A ra-vi*. Hold your hand on your cheek as you tilt your head left then to the right. *Guli guli guli guli guli ram sam sam*. Hand over hand turning motion in front of you.
 See. <https://www.youtube.com/watch?v=zBttxAMxaXE>



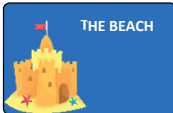












PREP/MATERIALS: space to make a long line (inside or outside)
HOW IT WORKS: Have children sit one behind the other in a line with legs open in a V-shape. Tell them to gently hold onto the ankles of the person behind them. See if they can move around the room on their bottoms like a caterpillar.
 See <https://www.youtube.com/watch?v=yzf5tLIENzk>




Your suggestions and/or comments:

June

	<p>PREP/MATERIALS: old postcards, various items for the living postcards (a beach ball, an umbrella, plush toys, a train etc.)</p> <p>HOW IT WORKS: Ask the children if they have ever sent or received a postcard and to/from whom and from where. When on a walk, play the living postcard game with kids divided into groups. Before the walk, explain that when you shout out <i>POSTCARD</i> they must stop and sit down. Then you call out a group name/number and that group comes forward. The other groups close their eyes. The selected group chooses items from a bag and poses with them. Once ready, take a photo and then the other children open their eyes and say what the group is holding, where they are, and what they are doing. Collect the items and continue on your walk doing living postcards along the way.</p> <p>READ PART 10 OF THE PARROT STORY.</p>
	<p>PREP/MATERIALS: picture (Appendix 35), crayons or colored pencils for drawing</p> <p>HOW IT WORKS: Give each child a copy of the picture. Read aloud the instructions on the bottom of the page. The children draw/color according to what they hear (remember to read slowly and give the children enough time to draw). For older children who know how to read, you can also use this exercise as “read and draw” instead of “listen and draw,” but the listening aspect is key for developing communication skills.</p>
	<p>HOW IT WORKS: Each child should count how many times they can smile at someone (at least 5). This usually gets the whole class smiling and laughing. Ask them about what/who makes them smile? How do they feel after they smile?</p>
	<p>PREP/MATERIALS: space to make a circle, A4 or A5 cardstock paper to make the ice cream cones – 1 per child, glue or tape to fasten the paper cone so that it will not unravel, 2-6 light balls of different color</p> <p>HOW IT WORKS: Either in a circle or if you have a large group then in smaller groups of 5-6 children, children practice passing the ice cream (the balls) from one child’s cone to the other. The children should practice asking <i>Would you like to share my ice cream?</i> as well as answering <i>Yes, please, No, thank you, and Thank you!</i> Talk about the flavors of ice cream children like to eat and what they are made of.</p> <p>Save your paper ice cream cones and use them for the buying ice cream activity or races across the room with balls or balloons.</p>
	<p>PREP/MATERIALS: SAME AS PREVIOUS DAY – cardstock paper to make the ice cream cone – 1 per child, glue or tape to fasten the paper cone so that it will not unravel, 2-6 light balls of different color + some form of money (if you do not have access to paper money, you could use beans or stones)</p> <p>HOW IT WORKS: In pairs, children practice buying and selling ice cream. This includes the seller asking: <i>What would you like?</i> The buyer says which flavor <i>I’d like x scoop(s) of xxxx (flavor), please.</i> The seller can then give the buyer the ice cream and say <i>Here you are. It’s xxxx (amount of money).</i> Remember to say thank you. This is a nice activity to do with real ice cream, especially if you can be outside. Or, at the sandpit with scoops of sand.</p>
	<p>PREP/MATERIALS: 1-3 hula hoops depending on size of group</p> <p>HOW IT WORKS: This activity engages children in cooperation and movement. Have children stand in a circle holding hands. Give one person the hula hoop. That person tries to get the hula hoop to the next person without letting go of his/her hand. Continue like this until you get back to the first person.</p> <p>See https://www.youtube.com/watch?v=8cdCULEQfcQ</p>

	<p>PREP/MATERIALS: space for children to lie on their backs (if it is warm and dry outside, you can lie on the grass)</p> <p>HOW IT WORKS: Everyone lies down on their backs, interlocks their fingers behind their heads and gently lifts up their shoulders (but only a bit off the ground). Then, they lift up their legs and begin to peddle. You can tell them to even change speeds (go slowly, go fast).</p> <p>For an instruction video with a bicycle song see: https://www.youtube.com/watch?v=zxvrHmEJpWY</p>
	<p>PREP/MATERIALS: printed out bingo cards (Appendices 36 and 37 - laminate for future use), beans or stones for markers</p> <p>HOW IT WORKS: Call out the items on the bingo cards. Children mark off/ put a marker on the picture of the word they hear. When they have three in a row, they call out BINGO, and the game starts again. For smaller children it is sometimes easier to start with a full bingo card and remove the markers instead of putting them on.</p>
	<p>PREP/MATERIALS: A3 size paper or larger, crayons, colored pencils, colored paper, glue, shells, stamps of beach items (great for smaller kids)</p> <p>HOW IT WORKS: In groups of 3-4, children create a beach scene. They can cut out colored paper, add waves, umbrellas, shells etc. First, they should discuss in the group what they want to put on their picture. Remember that as a teacher you can give suggestions, but the process is to help them discuss and create together.</p> <p>If you have cardboard boxes, the children (in groups) can create an undersea world (paint the inside of the box, hang fish and sea creatures from strings inside the box and glue on shells etc.).</p>
	<p>PREP/MATERIALS: bubbles and wands for blowing (inside or outside), small pool or large plastic tub (if possible)</p> <p>HOW IT WORKS: There are two parts to this game. The first is to talk about how we can a bubble can be like our personal space. Discuss how the size of our personal bubbles can change. On some days we need bigger bubbles around us and on other days, no bubbles at all. The second part of the game is to support self-control. Blow bubbles at them and let them pop as many bubbles as they want. See how many they can pop before they hit the ground. Then sit the children in a circle and tell them NOT to pop the bubbles. Explain that this is self-control and sometimes we need self-control to manage different situations (so that we don't hurt someone else etc.).</p> <p>If you have a hula hoop and a small pool or large tub that the hula hoop can fit in, then make large bubbles with a child inside. You can find recipes for making large bubbles on the internet.</p>
	<p>PREP/MATERIALS: plastic tubs, small stones, larger objects to be dropped into the tub</p> <p>HOW IT WORKS: To show children that even the smallest acts of kindness can make a difference, we show them how even small stones can make a ripple when we drop it in the tub of water. We then try dropping different sized items to see how big of a wave or ripple we can make. Either the teacher can do this exercise and the children watch, but it is more fun to do it in groups with more tubs of water (preferably outside). Discuss with the kids what could be a small stone of kindness (a smile, picking up something off the floor for someone) and what could be a large wave of kindness (helping to make dinner at home, sharing something with someone).</p>
	<p>PREP/MATERIALS: space for each child to do the yoga pose (mats or towels to ensure each child has his/her own space)</p> <p>HOW IT WORKS: Stand with your legs slightly apart, feet facing forward. Choose a spot on the wall in front of you (at eye level) to focus on and put your hands above your head.</p>

	Interlock your fingers and turn the palms of your hands up. Breathe in deeply and slowly go up on your tip toes. Hold this position for a second and then breathe out going back down on your feet. Repeat 10 times.
	<p>PREP/MATERIALS: space for the children to stand in a line or in a circle (for larger classes you can stand in two lines)</p> <p>HOW IT WORKS: Ask the children if they have ever seen a wave (in a pond, stream, river, sea, ocean). How big were they? Have the children stand in a line or a circle and hold hands. Children try to make a wave by moving up and down with their hands or their bodies at different times. We recommend filming the wave so that children can watch themselves on the video.</p>
	<p>PREP/MATERIALS: space to move around, a magic wand</p> <p>HOW IT WORKS: Start in a circle. Tell the children you are going to put a magic spell on them. Say <i>Abracadabra, and you are a duck</i>. Have the children act out the different animals, e.g., waddle like a duck, make a fish face, walk like a crab.</p>
	<p>PREP/MATERIALS: choose 5 children to bring in something/someone for show and tell (remember to send a note home with the child about this task or ask the parents when they pick up the child)</p> <p>HOW IT WORKS: Each child brings in something/someone and they speak about that thing/person for 2-3 minutes. The other children can then ask questions.</p>
	<p>PREP/MATERIALS: paper stones (15-20x depending on class size)</p> <p>HOW IT WORKS: Place the stones in an imaginary river. Turn on the music and have the children jump across the river. When the music stops, the children need to get onto one of the stones. Everyone needs to get onto stones, even if they have to share. The water in the river is getting higher so remove some stones and turn on the music again. When the music stops, again, they need to get on stones. Repeat the process.</p>
	<p>PREP/MATERIALS: space for children to lie down on their backs (if it is warm and dry enough, you can do this activity outside in the grass)</p> <p>HOW IT WORKS: Each child lies down on the floor facing the direction of the sun. Pretend that you are on the beach catching rays. Close your eyes and breathe deeply. Relax. (You can create a sunny atmosphere by describing how it smells nice, bees are buzzing, the flowers are in bloom, etc.).</p>
	<p>PREP/MATERIALS: space for all children to sit on the ground (or outside), larger classes can be divided into groups of 4-5</p> <p>HOW IT WORKS: Tell the children which and how many body parts should be on the ground, e.g., 10 feet and 5 hands. The children then look around and see who has what on the ground. The process involves them observing, counting, coming to an agreement and reacting. Once they get used to the counting, you can add more body parts, e.g., 5 feet, 2 elbows and 3 hands. If the children are having a difficult time with counting, you can appoint someone as the “counter”.</p> <p>Younger children can be put into pairs. You can make the game easier for them by having them sit on a blanket/mat and count only those body parts that are off the blanket/mat.</p>
	<p>PREP/MATERIALS: space to make a circle, a basket for a picnic, items that could be used for a picnic and items that you would definitely not use for a picnic</p> <p>HOW IT WORKS: Sit in a circle and tell the students that you would like to go on a picnic, but you don’t know what to take. Each child should make a suggestion from the things you have brought with you. Remember, if they can explain why you need to take something with you and it makes sense, then put it in your basket.</p>

 <p>TEAM DRAWING RACE</p>	<p>PREP/MATERIALS: A3 paper for each team, crayons, colored pencils or markers for each team</p> <p>HOW IT WORKS: Put the paper on the floor and each group (4-5 children) into lines. Tell the first person to draw a square. Who was the fastest? Who drew the squarest square? Tell the second person to draw a roof. Again, say who was the fastest? Who did a great job? Tell the third person to draw a door. Tell the fourth person to draw a sun. Tell the fifth person to draw a flower.</p>
 <p>PARACHUTE GAME</p>	<p>PREP/MATERIALS: parachute, large blanket, table cloth or piece of material, plastic ball(s)</p> <p>HOW IT WORKS: Have children stand around the parachute/table cloth/blanket. Each child should hold on to the material. Place a ball in the middle and begin to move the material up and down. The goal is to keep the ball(s) on the blanket. If you have a parachute with a hole in the center, then try to get the ball into the hole.</p>
 <p>MUSICAL CHAIRS WITH SUMMER OBJECTS</p>	<p>PREP/MATERIALS: 1 chair per child, fun music to get them moving, pictures of summer fun objects (Appendix 36)</p> <p>HOW IT WORKS: Put chairs in a circle, backs to the center and put one picture under each chair. Turn on the music and let the children dance around the chair circle. When the music stops, the last person to sit down looks under the chair and gives a sentence about the picture. Turn the music on again and continue the game.</p> <p>Usually the musical chairs game is played by removing a chair each time. This works well with older children, but younger children tend to get quite upset. Once the younger children are used to the game, they may be able to manage when a chair is removed.</p>
 <p>SELF- PORTRAIT</p>	<p>PREP/MATERIALS: A4 paper – 1 piece per child, crayons, colored pencils, markers</p> <p>HOW IT WORKS: Students draw a self-portrait then compare with their first pictures from the year. What has changed? What is the same?</p>
 <p>CATCH A SMILE GAME</p>	<p>PREP/MATERIALS: space to make a circle</p> <p>HOW IT WORKS: Children sit in a circle. The teacher can start the game by calling on a student and sending a smile. Remember, it may take some children some time to catch the smile and smile back.</p> <p>ZDROJ: COOPER, Janet. <i>The early years communication handbook: A practical guide to creating a communication-friendly setting in the early years</i>. London: Practical Preschool, 2010. ISBN 19-072-4103-5.</p>

Your suggestions and/or comments:

LIST OF APPENDICES

Appendices can be found in pdf format on the flash drive.

- APPENDIX 1 ALIEN SCAVENGER HUNT
- APPENDIX 2 CALL-OUT CARD FOR BODY PARTS BINGO
- APPENDIX 3 BODY PARTS BINGO
- APPENDIX 4 FARMS
- APPENDIX 5 COMPARING PARROTS TO CHICKENS
- APPENDIX 6 ARE YOU A GOOD FRIEND?
- APPENDIX 7 CALL-OUT CARD FOR FARM ANIMAL BINGO
- APPENDIX 8 FARM ANIMAL BINGO
- APPENDIX 9 FOREST SCAVENGER HUNT
- APPENDIX 10 CALL-OUT CARD FOR FOREST BINGO
- APPENDIX 11 FOREST BINGO
- APPENDIX 12 FRIENDLY NEIGHBORS
- APPENDIX 13 ANIMAL SOUNDS
- APPENDIX 14 WINTER
- APPENDIX 15 SNOWMEN SCAVENGER HUNT
- APPENDIX 16 CALL-OUT CARD FOR WINTER CLOTHING BINGO + CARDS FOR UNDER CHAIRS
- APPENDIX 17 WINTER CLOTHING BINGO
- APPENDIX 18 CALL-OUT CARD FOR WINTER SPORTS
- APPENDIX 19 WINTER SPORTS BINGO
- APPENDIX 20 CALL-OUT CARD FOR PLACES BINGO + CARDS FOR UNDER CHAIRS
- APPENDIX 21 PLACES BINGO
- APPENDIX 22 CALL-OUT CARD FOR TRANSPORT BINGO + CARDS FOR UNDER CHAIRS
- APPENDIX 23 TRANSPORT BINGO
- APPENDIX 24 MOMMY AND BABY SCAVENGER HUNT + CALL-OUT CARD FOR BABY ANIMALS BINGO
- APPENDIX 25 BABY ANIMALS BINGO

APPENDIX 26 SIGNS

APPENDIX 27 SMELLING JARS

APPENDIX 28 CALL-OUT CARD FOR WEATHER BINGO

APPENDIX 29 WEATHER BINGO

APPENDIX 30 CALL-OUT CARD FOR PLAYGROUND BINGO

APPENDIX 31 PLAYGROUND BINGO

APPENDIX 32 CALL-OUT CARD FOR BUG BINGO

APPENDIX 33 BUG BINGO

APPENDIX 34 BUG AND FLOWER SCAVENGER HUNT

APPENDIX 35 LISTEN AND DRAW

APPENDIX 36 CALL-OUT CARD FOR SUMMER FUN BINGO + CARDS FOR UNDER CHAIRS

APPENDIX 37 SUMMER FUN BINGO

APPENDIX 38 YOGA POSITIONS

APPENDIX 39 POSTCARDS FROM AROUND THE WORLD



PARROT STORY



Part 1

We came to school one morning and after hanging up our things, the teacher asked us to sit in a circle even with our parents. “I have an announcement to make,” she said. “We’re going to have a new buddy in school this year.” The children started to guess if it will be a boy or a girl.

What do you think?



“Surprise, Buddy is here!” exclaimed the teacher. That isn’t a boy or a girl. It’s a PARROT! And its name is Buddy, which is a nice way of saying friend in English.



The teacher's friend, Sophie is a photographer who travels around the world taking pictures and she couldn't take Buddy with her this time. Buddy was sad, but the trip would have been too long and big changes in temperature aren't good for animals. Buddy was home alone, so the teacher decided to take him with her to school.

Buddy sat behind the teacher, only occasionally sticking his head out to look at the children. They are SOOO big and different – they don't look like me at all, thought Buddy.



The children were nice to Buddy. They began to tell him what they do in school each day.





Buddy sat quietly, not really understanding everything they were saying. The children started to get a bit upset because Buddy just wanted to hide, and they didn't understand why.

What can we do? Who can help us?

THINGS TO TALK ABOUT WITH THE CHILDREN:

- What can we do when we are missing someone?
- How do things work in your school?
- Why don't parents come to school with us all the time?
- How can we help Buddy feel ok?

Part 2

The teacher needed to go away for the weekend. She talked to the children. “Could one of you take Buddy home with you for the weekend?” she asked. Ella put up her hand and said, “Me, me!” In the afternoon, Ella’s mom said they could take Buddy with them. They would go to visit Ella’s aunt, who has a farm. “It’s always a lot of fun at the farm!” said Ella.

When they got to the farm, they heard all these strange noises, and there were all these smells and people were working.



Buddy was surprised by all the animals he saw. He was most shocked by the big white and black animal with little horns. A girl was sitting beside it and pulling on its tummy. “What is she doing?” asked Buddy.

Ella explained that it is a cow and the girl is milking it, so that we will have milk to drink.

While they were still looking at the animals, they heard Ella's dad calling them: "Ella, David, come to the orchard!" "Let's go," said Ella to her little brother David and Buddy.



As soon as they got to the orchard where some people were loading apples onto a truck, David began to shift back and forth from one foot to the other. "David, what is wrong?" asked Ella. "Pee, I need to pee," he whined. They were far from the house. Now what could David do?

THINGS TO TALK ABOUT WITH THE CHILDREN:

- What can we do, when we need the toilet, but we are outside, or we don't know where the toilet is?
- Why do we whine and how could we react differently?
- How do things work on farms? Why do we milk cows? What could we use the milk for?

Part 3



The whole class went on a trip to the forest with Buddy, the parrot. The children had snacks, drinks and raincoats packed in their backpacks. They were all excited because the teacher had prepared a special game for them. It was a scavenger hunt.

Along the walk, they were going to look for the things that were on the pictures on their list. When they found something, they had to check it off the list.

What do you think they found in the forest?



It began to shower, so the children all took out their raincoats and put them on. Some children even had umbrellas.



The rain went away quickly and soon everything was dry again.

Robert was tired. "I want to sit down," he sighed. The teacher said to keep going because there was a small clearing just ahead.



All the children sat down in the clearing and began to eat their snacks.

Peter searched through his backpack. Then he dumped everything out. Oh no! He had forgotten his drink at school. He was very thirsty, and he began to cry.

Has it ever happened to you? How could you help Peter?



THINGS TO TALK ABOUT WITH THE CHILDREN:

- What do we need to prepare before we go on a trip?
- Who can we ask for help?

Part 4



One day, the teacher said they were going to take some time and talk about celebrations. Everyone cheered, except Tony. Instead he put his head down and said, "I don't like those." The teacher continued, "So what is a celebration?" The children began to answer... "a birthday party.... a wedding... holidays." "I don't like those," repeated Tony. "Why not, Tony?" asked the teacher. "I never get anything," sighed Tony. "Ah, I see," said the teacher, "but most holidays aren't about getting, but about giving." Tony put his head up to listen.

The teacher explained that in different cultures around the world, people have different ways of celebrating various holidays.





She also said that most cultures have celebrations in which you give something. She explained that not all gifts have to be things. “I don’t understand,” said Tony. “Well,” said the teacher, “you can give someone your time or your help.” “Or, a hug?” asked Tony. “Those are the best,” smiled the teacher.

What do you think? What kinds of gifts do you think are the most important to give?



THINGS TO TALK ABOUT WITH THE CHILDREN:

- What do you do and/or say if you receive a gift?
- What kind of gifts can you give to someone?

Part 5



One day Buddy, the parrot was sitting on the windowsill looking out. He kept saying, “Look! Look!” Outside, snow was flurrying, and Buddy had never seen snow before. The children started to shout, “Hoorah, hoorah! We’re going to the mountains!”

Toby announced: “Yesterday, my dad said he would teach me how to ski.” “I want to learn, too,” said Shanti. That afternoon Shanti told her mom about the mountains and her parents arranged to go with Toby’s family. Toby and Shanti asked the teacher if they could take Buddy too. He really liked the snow.

At the weekend, both families met on the mountain. There was a lot of snow. The children learned to ski, and they went sledding until it was dark.

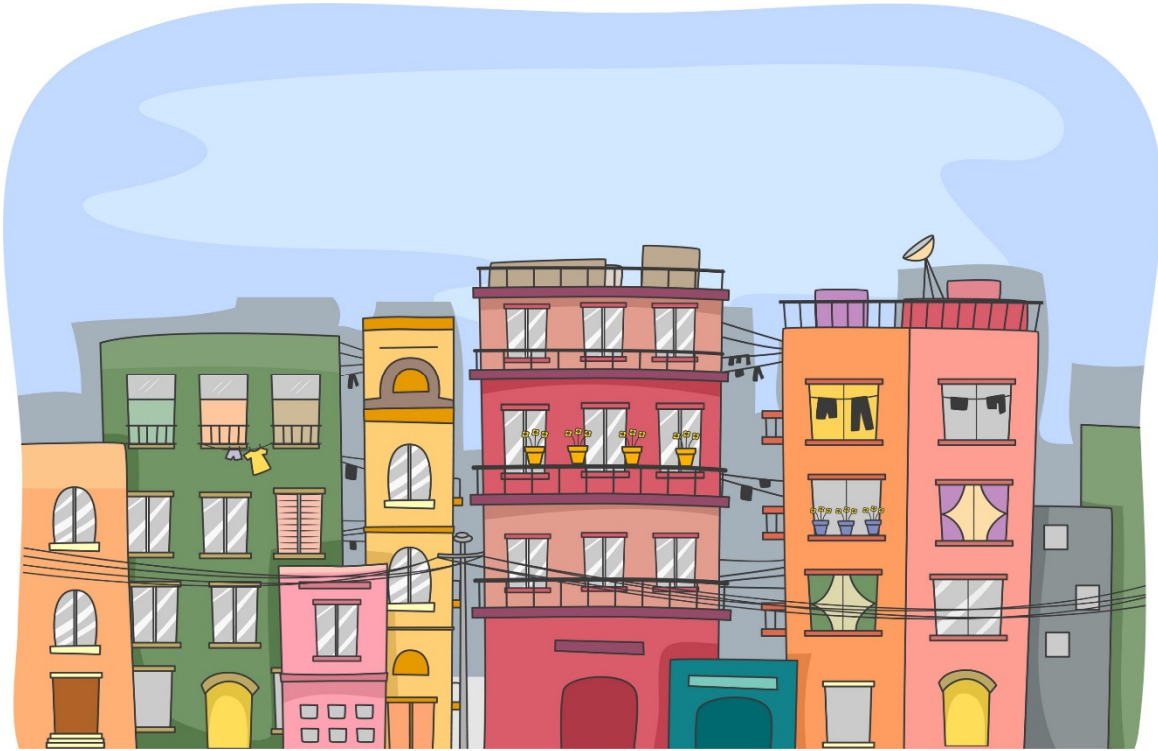


In the evening, Toby said he had a headache. He was shaking all over. Buddy got nervous and started to gawk: “What are we going to do?”

THINGS TO TALK ABOUT WITH THE CHILDREN:

- What do you think you should take with you to the mountains? And what about your parents (first aid kit)?
- Why did the children want to learn to ski?
- What would you do if you or your friend was sick?

Part 6



The teacher got an invitation to the National Museum from her friend. “We could all go,” she decided. The next week, they started off for the museum.



First, they went to the train station and took a train to the Main Train Station. Then, they went onto the subway and went to the Museum stop. Buddy wasn't certain what to do. There were a lot of people and a lot of noises. Everywhere they went, someone was accidentally bumping into him or talking to him very loudly.

Once they got to the Museum, they got an unexpected surprise. On the door of the museum there was a sign. No animals allowed. Oh no! The teacher thought for a moment, then called her friend. "Could you please take care of Buddy for a few hours?" she asked. "Of course," said her friend and he came and took Buddy to his office where Buddy would have peace and quiet.



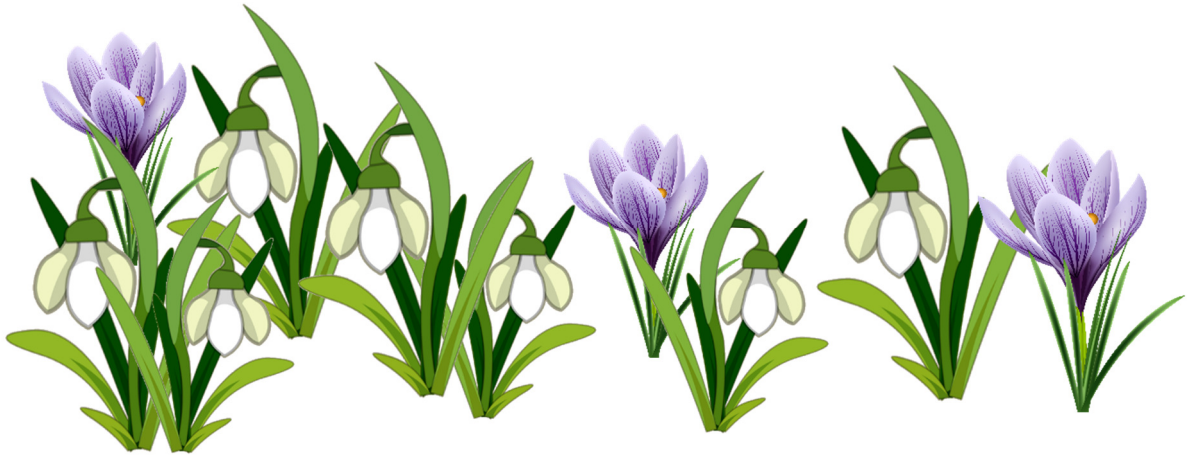
The teacher and the children went into the Museum and saw some interesting things. What do you think they saw? Buddy waited and waited. The longer he waited, the sadder he got.

He started to get nervous and scared. He plopped down on the desk. "What if they forgot about me?" he thought.

THINGS TO TALK ABOUT WITH THE CHILDREN:

- Why can't animals go into the Museum?
- What did the children see at the Museum?
- What would you tell Buddy to do, so that he wouldn't be sad and scared while waiting?

Part 7



Buddy looked around curiously and repeated, “What is it? What is it?” The snow had already started to melt, and the first signs of spring were popping up. “Those are flowers,” said the children and the teacher added: “Those are crocuses and snowdrops.” “But where did they come from?” asked Buddy. The children were curious too.

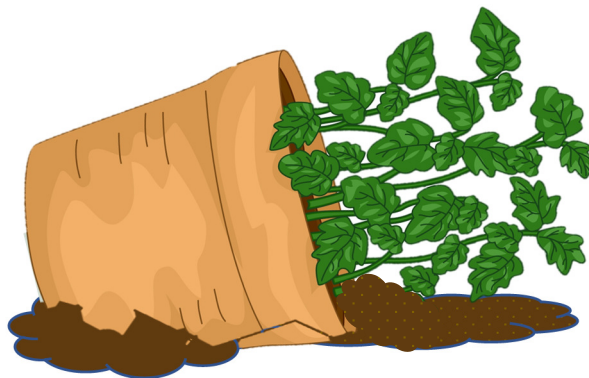
The next day the teacher brought in some flower pots, soil and some seeds. She explained that people grow plants in many ways. They planted the seeds into the soil in the flower pots. They then moved the flower pots to the window sill, so the flower pots would get enough sunlight and then they watered them. They checked them every day



In a few weeks, the children saw some green leaves coming up out of the soil.



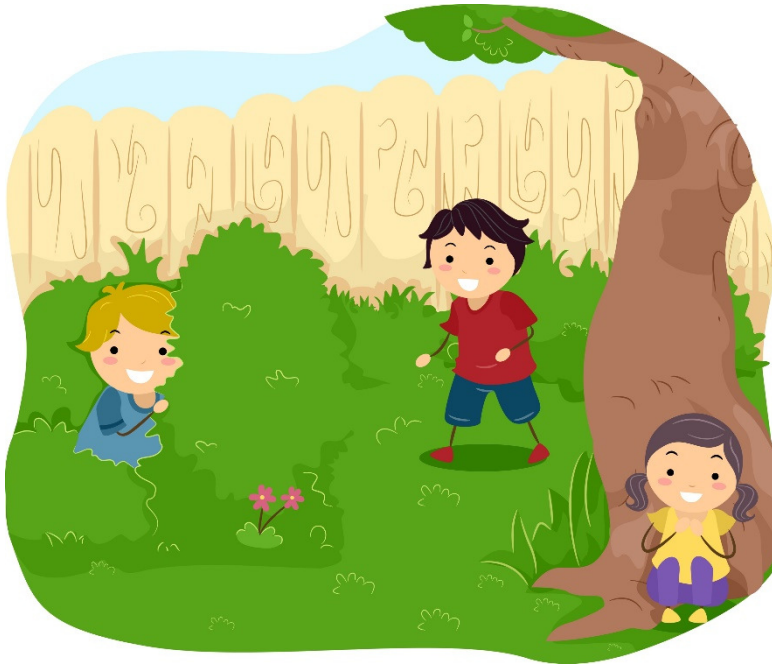
One day after lunch, when the children were playing, Maria bumped into a chair and accidentally knocked over one of the flower pots. It fell to the ground and broke. Maria's hands were dirty from the soil, so she ran to the bathroom to wash them. Buddy flew over and saw the broken flower pot. He sounded like an alarm, saying: "Uh oh, uh oh, uh oh!" What do you think will happen next?



THINGS TO TALK ABOUT WITH THE CHILDREN:

- Where do plants come from?
- What would you do if you were Maria?
- What should we do if we break something?

Part 8



The children went to the park to play hide and seek. Robert was “it” and he started to count to twenty, while the other children found a place to hide. Can you help him? “One, two, three,”

Ok. Let’s go. He started to look for the other children. Where are they? He found almost everyone, but where was Buddy?

Then Sara heard something. “Take it off, take it off!” Buddy was sitting in the bush. “Take it off!” Buddy’s foot was caught in a plastic bag.



The teacher came and untangled Buddy's foot. "This is horrible!" she said. "I don't understand why people can't put their garbage in the right bins." The right bins? What was she talking about?



The teacher took the children to the recycling containers. They were all different colors. She explained to the children why and what belongs where. She said we need to help our planet. "What can we do to help?" the children asked.

THINGS TO TALK ABOUT WITH THE CHILDREN:

- Why is it good to separate trash?
- What can happen to animals when there is too much trash?
- How can we have less trash?

Part 9

The children were outside playing on the playground behind the school. Peter and Aisha were playing in the house under the tree



It began to rain. They ran to hide under the play set, so they wouldn't get wet.



There wasn't much space and the children were huddled together. Peter didn't like that George was standing on his foot, so he pushed him. George fell to the ground and landed on Buddy's tail. All of a sudden, the teacher heard a shout.

What can we do?



THINGS TO TALK ABOUT WITH THE CHILDREN:

- What should we do when a storm comes?
- What would you tell the boys to do?
- Is there any way to make the waiting go faster?

Part 10

It's morning and the class was sitting in a circle, talking about their upcoming performance for the parents. All of the children are excited that their parents are coming to see them. Only Buddy is quite sad. He doesn't have anyone to come and see him.

Just then, someone rings the bell. The teacher looks at the children and smiles. "Guess what? I have a surprise for all of you," she says.

The children are curious and follow her to the door. The door opens, and Buddy starts jumping up and down. "Yay, yay, yay, you're here!"

Buddy jumped up and sat on the shoulder of Sophie, the photographer. She was back!



Sophie took him back into the classroom with the children. She showed the children photos of all the places she had been. She brought also some postcards (Appendix 39).



The children told her about their year and where they were going to go on holiday. What about you?



THINGS TO TALK ABOUT WITH THE CHILDREN:

- Why were the children excited about the performance?
- Why was Buddy so happy?
- What is a polite way to behave when someone else is speaking?

