



NON FORMAL EDUCATION TOOLKIT

Emergency Response in the Aftermath of the Earthquake
in Türkiye through CFS, PSS and NFE in affected areas

ChildFund
Korea

 **HAYAT**
LIFE
GROWTH
RESILIENCY


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INTRODUCTION

Introduction to the Toolkit

This toolkit is designed for educators, social workers and professionals working with children and adolescents in non-formal educational settings. The aim is to provide practical and theoretical guidance to foster the development of social, emotional and cognitive skills through a participatory and inclusive approach. The proposed activities aim to promote cooperation, individual and collective responsibility, and active participation, with a strong commitment to child co-protagonism.

Fundamental Principles

The toolkit is based on two fundamental theoretical pillars: Alejandro Cussianovich's Pedagogy of Ternura and Marta Martinez Munoz's approach to youth participation. These educational models emphasise the importance of affective relationships and respect for the dignity of children and adolescents as active agents and protagonists of their development.

1. Affective relations and child co-protagonism:

Cussianovich's approach recognises children not as mere recipients of education, but as active

protagonists of the educational process, fostering an educational environment based on empathy, affection and relational respect.

2. Participation and social transformation:

Martinez's approach focuses on the inclusion of young people's voices in the construction of educational activities and in social life, promoting youth protagonism and the transformation of social structures through education.

Toolkit Structure

The toolkit is organised in thematic blocks that offer a balance between theoretical reflection and practical application, ensuring that educators can adapt the proposed activities to different educational contexts and etn groups.

The main sections include:

1. Theoretical Contributions: This section introduces the theoretical foundations of the educational approach adopted, including the ethics of Ternura and child co-protagonism. Key concepts such as empathy, respect for the dignity of young people and their ability to actively contribute to the community are explored. Education becomes an instrument of social transformation, in which the educator plays the role of facilitator and affective guide.

2. Co-construction of rules:

Co-construction of rules is the starting point of the toolkit and represents the moment in which the foundations for an inclusive and participative educational environment are established. Children actively participate in defining the rules that will guide their group behaviour, shifting the focus from the imposition of rules to shared responsibility. This process strengthens the sense of belonging and mutual commitment.

3. Ice-breaking activities:

Ice-breaking activities are a fundamental tool for facilitating mutual understanding and observing group dynamics. Activities such as "Paper, Scissors, Rock Teams" and "The Race Around the Chair" allow educators to monitor leadership communication and collaboration within the group, providing useful indicators to understand internal dynamics and plan targeted interventions.

4. Education for individual and collective responsibility:

This section guides children in their reflection on responsibility, divided into individual and collective responsibility. Through practical activities such as taking care of an egg (symbol of personal responsibility) and growing a seedling (symbol of collective responsibility), children learn to take care of themselves and others.

This path stimulates the growth of critical thinking and the growth of critical thinking and the awareness that individual well-being is closely linked to that of the community.

5. Creative and cooperative workshops:

The proposed workshop activities foster creativity, cooperation and learning through play and reuse of materials. These workshops not only stimulate critical thinking and problem-solving skills, but also help children develop social, emotional and practical skills through cooperation and active involvement.

6. Co-construction of activities:

The co-construction of educational activities is a central process in this toolkit. It is divided into three main phases that involve the children in the design of the activities themselves. The children actively participate in the definition of the issues to be dealt with, the priorities and solutions to be developed, ensuring that the activities are relevant to their real needs and wishes.

- **Analysis of the Children's Bill of Rights:** in this phase, the children examine the Bill of Rights, identifying which rights they perceive as respected and which they do not, thus stimulating a critical reflection on their everyday experiences.

- **SMAT (Dreams, Fears, Joys and Sadness):** this phase allows children to explore their emotional world, sharing their dreams, fears, joys and sadnesses through group activities that offer insights into the design of educational activities.
- **Problem and Solution Tree:** Children identify priority problems in their group dynamics and living together, and then propose and analyse concrete solutions. This tool visual allows of link causes and effects e facilitate the planning of targeted educational interventions.



BLOCK A

THEORETICAL CONTRIBUTIONS

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THEORETICAL CONTRIBUTIONS

ALEJANDRO CUSSIANOVICH AND THE PEDAGOGY OF TERNURA

ABOUT CUSSIANOVICH : Alejandro Cussianovich Villarán is a prominent Peruvian educator, theologian, and defender of children's rights, particularly known for his contributions to the field of critical pedagogy. He is renowned for developing the concept of the Pedagogy of Tenderness, a framework that emphasises the role of affection, empathy, and respect in education. His work draws on humanist principles, where the relationship between teacher and student is built on mutual care, emotional engagement, and the recognition of the student's dignity.

A key aspect of his pedagogical approach is his focus on co-protagonism, which recognises children, especially child labourers, as active participants in society and agents of change. His work also critiques traditional, adult-centric models of education, advocating instead for the inclusion of children's voices in the construction of knowledge. His influence extends beyond the classroom, shaping educational practices and policies that promote equity, dignity, and respect for all learners.

Affective relationships at the centre

In the Pedagogy of Ternura, Alejandro Cussianovich emphasises the importance of putting human and affective relationships at the centre of the educational process. Education is not just a transmission of knowledge, but an interaction involving the whole human being. According to Cussianovich, the relationship between teacher and student must be based on mutual respect, acceptance and appreciation of the other. In this sense, Ternura becomes a means of recognising the other in his/her humanity, with his/her feelings, desires and vulnerabilities.

Ternura, therefore, is not just a moral quality, but a real pedagogical tool for creating a safe and welcoming learning environment. When a child feels accepted and appreciated, he or she is more inclined to actively participate in the educational process, ask questions and explore the world without fear of judgement. The affective relationship, built on fidelity and empathy, facilitates learning and promotes the child's emotional and social development.

In this context, the figure of the teacher assumes an almost parental role: an educator capable -

of caring for the emotional well-being of the student, in addition to than of its cognitive development. Cussianovich's pedagogy thus opposes the purely academic approach, which reduces education to a mechanical process of knowledge transmission, and re-evaluates the human and relational side of the educational process.

Ethics of Ternura

Ethics in Ternura Pedagogy is deeply linked to affectivity and care for the other. Cussianovich sees ethics not only as a set of norms or rules to be observed, but as an existential approach based on understanding and empathy. In this sense, Ternura's ethics transcends the cognitive dimension, as it is based on an emotional and moral sensitivity towards others.

In particular, the ethics of Ternura implies the recognition of the other as a subject of rights and dignity, regardless of his or her etn, social position or vulnerability. This principle contrasts with traditional ethics, which is often structured according to dualistic criteria of good and evil. According to Cussianovich, an ethical approach based on Ternura invites a deeper reflection on human relationships, considering the complexity of emotions, feelings and interactions that define our everyday experience.

Ternura thus becomes a political act, since through it respect, justice and equality in social relations are promoted. In particular, Cussianovich emphasises that education must be a fertile ground for the development of an ethical consciousness that values human dignity and promotes solidarity. Ternura ethics is not an abstract concept, but a concrete practice that is realised in everyday interactions between individuals, and that has the power to transform communities.

Childhood co-protagonism

A central aspect of Ternura Pedagogy is the concept of child co-protagonism, which represents a radical departure from the traditional view of childhood. In conventional pedagogy, children are often considered passive recipients of teaching, while adults assume the role of knowledge holders. Cussianovich, on the other hand, proposes a pedagogy that recognises children as active protagonists in their own growth and learning process.

Co-protagonism implies that children actively participate in their educational development, contributing their experiences, insights and skills. In particular, Cussianovich emphasises working children and adolescents, a group that is often marginalised and stigmatised.

Ternura Pedagogy invites us to see child labour not as a condemnation, but as an opportunity for learning and growth. In this context, work is seen not only as a means of subsistence, but as a form of social participation and identity building.

Through co-protagonism, children become agents of change in their communities, capable of actively contributing to social transformation. This approach promotes the dignity of the child as a subject of rights and recognises their ability to positively influence the world around them.

Social Transformation

Cussianovich's Pedagogy of Ternura has a profound social and political impact. Education is seen not simply as a process of transmitting knowledge, but as an instrument of social transformation. Through Ternura and respect for others, pedagogy becomes a means to promote social justice, equity and human rights.

Cussianovich sees education as a political force capable of changing social structures. The teacher is not only a transmitter of knowledge, but also an agent of change, working to build a more just and inclusive society. Ternura thus becomes an act of resistance against inequality and injustice.

In this context, education is not only a preparation for life, but a political practice that forms critical and committed citizens. Ternura Pedagogy seeks to empower students, encouraging them to become activists for their rights and those of others, in a world that often excludes them. Education, in this perspective, is a tool to build a society that is more supportive and respectful of differences.

Love as an educational force

For Cussianovich, love is at the heart of the educational process. Following the teaching of Erich Fromm, Cussianovich sees love as a creative force that has the power to generate change. Love is not just a feeling, but a conscious decision to commit oneself to the well-being of the other. In an educational context, love manifests itself through the teacher's care, patience and faithfulness towards his or her students.

Love-based education is one that recognises and values the uniqueness of each student, respecting their learning time and emotional needs. The Ternura thus becomes the concrete expression of this love, a love that is neither weak nor indulgent, but firm and constant. The educator who loves his students does not merely transmit knowledge, but is concerned with their integral development,

Love as an educational force is not limited to the relationship between teacher and student, but extends to the community and society as a whole. An education based on love and Ternura has the potential to transform not only individuals, but also social structures, promoting greater justice and solidarity.

THEORETICAL CONTRIBUTIONS: MARTA MARTINEZ MUNOZ

This toolkit is mainly based on two fundamental pillars: the work of Alejandro Cussianovich and that of Marta Martinez. In addition to the concept of the Pedagogy of Ternura developed by Cussianovich, which focuses on dignity and empathy in educational relationships, much of the methodological approach is also inspired by the works of Marta Martinez.

In particular, the toolkit draws from his work "Guía para promover la Participación Infantil y Adolescente en la ciudad de Madrid" (Martinez et al 2018). This guide is a fundamental resource for understanding how children and adolescents can actively participate in social life, promoting youth protagonism through concrete practices and theoretical reflections.

Martinez's guide offers a critical analysis of the cultural and structural barriers that limit young people's participation and proposes strategies to overcome them, fostering active and inclusive citizenship.

By sharing a summary of Martinez's work, we hope to provide a useful introduction for those who wish to explore the topic of youth and child participation, creating opportunities for greater autonomy and involvement of young people in society. This synthesis can be a starting point for exploring the most efficient ways to facilitate child and adolescent participation in local and global contexts.

Introduction

The guide is designed to promote the participation of children and adolescents by offering a critical analysis of traditional representations of childhood and child participation. It aims to sift out existing theories and foster a new understanding of childhood as an evolving social construction.

Conceptualisation of Childhood

Childhood is seen as a social construction influenced by historical, economic, social and cultural factors. This perspective recognises that childhood varies greatly according to context and

over time, requiring a pluralistic view of 'childhoods'. Traditional theories often see childhood as a period of incomplete development, characterised by innocence and dependence, but these representations do not reflect the diversity and complexity of modern childhood experiences. Social representations of childhood are constructed and shared ideas that determine the actions of individuals. These representations change over time and are influenced by historical and socio-cultural contexts.

Critique of Adulthoodcentrism

The guide criticises adult-centrism, a system of domination in which adults exercise unilateral control over children and adolescents. This system limits the autonomy of young people and perpetuates a view of childhood as a complete 'not yet'. The use of adultcentric language reinforces these inequalities, treating childhood as an inferior condition. Expressions such as 'childish' or 'minor' are examples of this language that diminishes the value of young people.

In particular, common language tends to reduce the value of children's actions by using terms such as 'childish' in a derogatory sense. This language helps perpetuate the idea that children are less capable and less important than adults.

What is needed is a cultural change that recognises children as autonomous and respectable subjects, capable of contributing actively to society.

New Cultures of Childhood

The guide proposes the construction of new cultures of childhood that recognise children and adolescents as autonomous subjects capable of participating actively in society. This implies abandoning stereotypes and rigid power relations that limit the liberty of young people. It is essential to use respectful language that confers dignity and recognition on children and adolescents, recognising them as complete social actors.

The conception of childhood must be adapted to recognise the multiple experiences of children. This means talking about 'childhoods' in the plural, recognising that childhood varies greatly according to factors such as geography, history and socio-economic circumstances. For example, childhood in Madrid today is very different from childhood in a rural area or childhood 150 years ago.

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Child Participation and Protagonism

The participation of children and adolescents is seen as a right and an enriching practice for society.

The concept of child protagonism, which emerged in Latin America, emphasises the capacity of young people to act and transform their realm. The guide encourages adults to facilitate these participative processes, avoiding paternalistic attitudes.

Historical experiences, such as those of the 'child savers' and 'kiddie libbers' of the 1960s, show the evolution of child participation practices.

Child protagonism is not just a theory, but a practice that is enriched by the real experiences of children, adolescents and the adults who support them. This approach promotes the autonomy of young people and recognises their right to be protagonists in society.

Critique of Stereotyped Representations

Common representations of childhood often see children as innocent, dependent, imaginative, apolitical and socially passive. These stereotypes do not reflect the diverse and complex reality of childhood. It is important to dispel these limited views and recognise young people's capacity for action, considering childhood as a dynamic and variable social space.

Stereotypical representations do not take into

account the diversity of children's experiences and often reduce children to mere objects of adults' actions. This is particularly evident in modern societies, where expectations of children are influenced by Eurocentric and colonising cultural and social norms.

Youth Social Agency

The capacity for action or 'agency' of children and adolescents is fundamental. This capacity is often limited by arbitrary restrictions based on them. Promoting child citizenship means creating the right conditions which affirm which young people can fully exercise their rights and participate in society. This requires continuous efforts to improve these conditions and to foster the autonomy and protagonism of young people.

There is a need to recognise that children and adolescents are capable of acting and having a significant impact on their community. This recognition must go beyond the mere recognition of legal rights and include the creation of concrete opportunities for the active participation of young people in society.

Key Concepts for a New Culture of Childhood

- **Childhood:** A social construction influenced by various factors that requires recognition of the diversity of childhood experiences. It must be seen as a dynamic and diverse social space.
- **Infantile:** A neutral adjective that defines what is proper to childhood, without positive or negative charge. It is important to use this term respectfully and not diminutively.
- **Adolescence:** A period within childhood with its own characteristics. Often misunderstood as a period of rebellion and incapacity, but in reality a period of development and autonomy.
- **Child and Child:** Subjects in law with capacity for social action, defined as all persons under the age of 18. It is important to use terms that give dignity and recognition to these subjects, avoiding terms such as "minor" that imply inferiority.

Conclusion

The guide emphasises the need for a cultural change that recognises children and adolescents

as complete social actors, capable of contributing to community life. This requires a revision of practices, theories and languages to build a society that is more inclusive and respectful of different childhoods. The active participation of young people not only enriches society but also contributes to their personal growth and the development of an aware and responsible citizenship.



BLOCK B

PRACTICAL APPLICATIONS

BLOCK B PRACTICAL APPLICATIONS

INTRODUCTION: THE ZERO POINT OF THE TOOLKIT

Block B, starts from a fundamental principle: the co-construction of rules. It is the zero point, the practical beginning of an educational process that is based on horizontality and the direct involvement of boys and girls. In every context in which we find ourselves - be it a classroom, a shack, the street or any other space - our approach starts from the idea that the boys are not objects of intervention, but active subjects. From the first moment we meet with the group, whether it is the first time we know them or we are interfacing with them for the first time on this issue, we must immediately establish a relationship of collaboration and mutual respect.

Co-construction of rules is not just an educational technique, but is the way we translate the values of participation and co-responsibility into practice. Right from the start, we get together with the children to decide what the rules will be and, just as importantly, what the consequences of not respecting them will be.

This approach has a significant impact on several levels:

Horizontality: We are not here to impose, but to work together. Rules are not decided from above, but arise from shared ideas and needs of the group.

Empowerment: Involving the children right from the start means making them responsible for their choices, because they themselves contribute to the creation of the rules.

Adherence to rules: When children actively participate in the process, they are more likely to adhere to what they have decided together, because those rules represent a shared agreement.

Each group has its own rules, established according to needs and internal dynamics. This first phase is crucial for creating an environment where the children can feel part of a community that values their opinions and makes them participate in deciding the modalities of coexistence and collaboration.

For this reason, the toolkit starts right here: in the shared construction of rules and consequences, together with the children. This initial moment is fundamental for setting the foundations of a path of collective growth, in which respect for the rules becomes a commitment made by each individual, not only for himself, but for the well-being of the group.

GUIDE FOR THE CO-CONSTRUCTION OF RULES

Objective: This module aims to involve boys and girls in a process of co-construction of rules, promoting reflection on the importance of rules and their role in ensuring a safe, peaceful and fun environment. The method encourages active participation, critical thinking and collective awareness.

Phase 1: Introduction to the Rules Through Play

Start-up activities:

Start the discussion with a familiar question: *"What are the rules of the game of football?"*

1. Ask the children to list all the rules they know about the game.
2. Write down the rules on a blackboard or on a sheet of paper visible to all.
3. After listing the rules, ask: *"Why do you think these rules exist?"*

Discussion:

Invite children to reflect on the role of rules. They could respond with ideas such as:

- Preventing someone from getting hurt
- Making the game more organised
- Avoid conflict

Through these answers, he guides the children to understand that rules, although they may seem restrictive, are essential to allow everyone to have fun and play in a safe and enjoyable way.

Key message:

Rules are not a constraint, but a tool that allows us to enjoy our time together and prevent unpleasant situations. Without rules, the game would lose its balance and the possibility of having a good time.

Step 2: Creating the Common Rules

Activities:

It goes from playing football to creating rules for the group itself.

1. Key question: Ask the children: "*What are the things you consider important for the group to get along well together?*"

2. Write down their answers. These answers will be the basis for the group rules.

Some examples might include:

- Mutual respect
- Listening to each other
- Do not interrupt when someone speaks

Discussion of consequences:

For each proposed rule, ask: "*What happens if this rule is not respected?*"

Make them come up with consequences, guiding them in finding fair and balanced solutions. Discuss together what consequences could be efficient and how they could be applied in the right way.

Assignment of responsibilities:

To reinforce the sense of shared responsibility, ask the children to decide who will be in charge of monitoring compliance with the rules, or how the group will handle any infringements.

Phase 3: Synthesis and Conclusion

At the end of the process, ensure that the rules are clear to everyone and written down in a visible place.

Final reflection:

Make a short summary with the boys to emphasise that the rules were created by themselves, so they have control over them. Rules exist to ensure a positive and safe environment for all.

Notes for the educator:

- Maintain an inclusive and encouraging tone throughout the process.
- Make sure that all children actively participate, without excluding anyone.
- Respect the children's ideas and lead the discussion without imposing solutions.

This process not only allows the creation of a functional set of rules, but also contributes to the growth of a sense of community and mutual respect.

Step 4: Greater Adherence to the Rules Through Sharing

Importance of active participation:

One of the most powerful elements of the co-construction of rules is that it is the children themselves who define them. When the children actively participate in the creation of the rules, they are not perceived as impositions from the outside, but as shared agreements agreed upon by the group.

Because this increases grip:

- **Shared responsibility:** The children feel they have a greater responsibility for the rules they have helped to establish. They are the ones who have decided what is important for the group and how the group should behave, and this fosters a greater sense of commitment to abiding by them.
- **Empowerment:** When children see that their opinions and ideas count and have a real impact, they feel more involved and motivated to follow the rules they have created.
- **Self-regulation:** Knowing that the rules are the result of a common discussion makes the children more likely to self-monitor and take responsibility for respecting these rules, both for themselves and for the group.

Key message to be conveyed to the children:

Making it clear that the fact of having established the rules together makes everyone jointly responsible for respecting them. This strengthens mutual fidelity and creates an environment in which everyone feels an active part of a community working together for the common welfare.

Reflection with the group:

At the end of the discussion, you can ask the children: "In your opinion, is it easier to respect rules that we have created together than rules imposed from above?" This will help consolidate the idea that when we are part of the process, we are more motivated to respect what we have decided together.

This step is crucial to ensure that the rules are not just written down, but lived by the children on a daily basis with a sense of belonging and respect for the group and the decisions taken.

ICE BREAKING ACTIVITY: MUCH MORE THAN JUST ICE BREAKING.

Introduction to Icebreaking Activity: Paper, Scissors, Rock Teams

One of the fundamental parts of non-formal education is the use of icebreaking activities. These activities can be used at different times in the workshop:

- At first, to break the ice and facilitate mutual acquaintance between the participants.
- During, to lighten more demanding moments and offer a rejuvenating break.
- In the finish, as a means to end the journey in a playful way.

The activity we are about to present, i.e. 'Paper, Scissors, Rock Teams', is an excellent icebreaker, particularly efficient when working with new, unfamiliar groups. Through the game, we can collect a series of behavioural indicators that help us to quickly understand who we are dealing with.

1. Quick knowledge of the group:

This activity allows us to observe how children react to a range of group situations, such as:

- **Response to commands:** How do they react when asked to organise themselves into teams?
- **Leadership:** Who emerges as the leader in name selection and strategic decisions?
- **Communication and collaboration:** The teams must choose a common gesture together, testing their ability to communicate and work together.

2. Behavioural indicators:

Each phase of the game provides clear indicators of the group's internal dynamics. These indicators help us quickly understand the composition of the group, the presence of any tensions or natural leaders, and the group's ability to work cohesively.

Monitoring over Time

The activity is not only useful as an initial observation tool, but can become an outcome indicator. If repeated over time, it can provide us with valuable data on the evolution of group dynamics. For example:

- **Day 1:** If we do this activity on the first day, it allows us to take an initial photograph of the group.
- **After six months:** By repeating the activity after a workshop period, we can observe how the indicators have changed. Has the group become

is more cohesive? Has communication improved?
Has new leadership emerged?

This comparison allows us to measure the group's progress, verifying whether the initial dynamics have been transformed thanks to the educational course undertaken.

Ice Breaking Activity - "Paper, Scissors, Rock" in Teams (4-18 years)

Objective:

This activity not only allows the children to have fun, but offers educators the opportunity to observe group dynamics, emerging leadership, communication skills and response to commands. It is ideal as a warm-up or 'ice breaker' activity in a non-formal education context.

Conduct of the Activity:

1. Division of the group into two teams:

- Ask the group to split into two teams.
- *Indicator:* Observe the group's immediate response to the request. Some groups respond quickly and with discipline, while others may show provocative or disorganised behaviour.

This phase provides a first taste of the degree of adherence and respect for the educator's authority.

2. Choice of team name:

- Each team must decide on a name.
- *Indicator:* In this step you can observe who emerges as leader, who takes the initiative and how the team handles the decision-making process. It is a crucial step to understand the personalities and dynamics within the group.

3. Explanation of the rules:

- Ask the children if they know the game of 'Paper, Scissors, Rock'. If anyone does not know it, explain the logic behind the moves (paper beats rock, rock beats scissors, scissors beats paper).
- *Indicator:* Observe the group's attention during the explanation. This helps to assess the ability to listen and understand the rules.

4. Team play:

- Explain that you do not play individually, but as a team. All team members must agree on which gesture to do, and they will perform it at the same time.
- *Indicator:* This phase requires collaboration and communication skills within the teams. Sarm evident if the team is able to coordinate and communicate efficiently. If there is confusion or

inconsistency in gestures, it means that communication within the team was not efficient.

5. Body representation:

- Ask the children to represent 'paper', 'scissors' and 'stone' with their whole body. They have to agree on a common gesture involving the whole team.
- *Indicator:* This phase highlights the creativity of the group and how the children use their bodies to express themselves. It also encourages dialogue and creative collaboration.

6. Start of the game:

- The two teams stand back to back. At the start, they turn and make the gesture they have decided on.
- If a team makes inconsistent gestures (some make 'scissors', others 'rock'), they automatically lose the heat, because they did not communicate correctly.
- *Indicator:* During the game, you can observe how internally aligned the team is and how it copes with error or win/lose situations. Here, problem-solving skills, resilience and the level of team spirit emerge.



ICE BREAKING 2: THE RACE AROUND THE CHAIR

Materials Needed:

- A durable chair
- A light ball (easy for children to handle)
- Sufficient space for children to form a circle

Procedure for the Activity:

1. Space preparation:

- Choose a large enough area where the children can form a large circle around a central chair.

2. Preparing the Ball:

- Make sure the ball is of an adequate size to be passed easily between the children.

Conduct of the Activity

1. Introduction:

- Explain to the children that they will participate in a game that will require them to cooperate, move quickly and coordinate with each other.

2. Preparation of the Game:

- A child sits on the chair in the centre of the circle.

- The other children form a circle around the chair, standing.
- The first child standing next to the chair catches the ball.

3. Start of the Game:

- At the signal from the educator, the standing children start passing the ball quickly in a counter-clockwise direction.
- The child sitting in the chair gets up and starts running around the circle in the same direction as the ball.

4. Objective of the Game:

- The running child must run the full circle and return to sit on the chair before the ball completes its circle between the children.
- The children have to pass the ball to each other as quickly as possible so that the last child standing, next to the chair, can sit before the one who is running.

5. Conclusion of a Round:

- If the running child manages to sit down before the ball completes its turn, it stays in the chair for another turn.
- If he fails and the last child to pass the ball sits down, the latter takes the place of the runner and the game continues.

6. Continuation of the Game:

- The game continues until all the children have had a chance to run around the circle and pass the ball to each other.

Activity Beneficiency

- **Teamwork:** The children must work together to pass the ball to each other in a coordinated and quick manner.
- **Motor co-ordination:** The activity helps develop agility and motor skills.
- **Communication:** Children learn to communicate and synchronise their movements with others.
- **Socialisation and fun:** Play promotes socialisation in a fun context.
- **Managing emotions:** Children learn to manage excitement, frustration and joy in a friendly play environment.



REFLECTION EXERCISE: IDENTIFYING INDICATORS

Question for educators:

In the light of the activity "The race around the chair" and thinking back to the behaviour indicators observed in the activity "Paper, Scissors, Rock Teams", what could be the indicators we can observe in this icebreaking?

Observation Form for Educators

Name of Activity: Running around the chair

Date:

Group Name:

Number of Participants:

INDICATORS	EDUCATOR'S REMARKS
Answer at commands	How do children react to initial instructions? Are they disciplined or disorganised?
Spirit of competition	Who shows particularly competitive attitudes? Are there signs of rivalry or frustration?
Capacity by reaction	Who is faster and more responsive at the right time? Are there children who lag behind?

INDICATORS	EDUCATOR'S REMARKS
Emerging leadership	Who will take the lead, even in a competitive environment?
Non-verbal communication	Are there signs of communication between children that do not require words?
Management of emotions	How react i children to defeat? Accept elimination with serenity?
Spontaneous collaboration	Do children find ways to support an affair during play?
Adaptation to the rules	Are there difficulties in following the rules? Does anyone try to manipulate them?

Examples of Observable Indicators:

Response to commands: Some children may show immediate responsiveness to instructions, while others may seem confused or uncertain.

Spirit of competition: Some children may try to win at all costs, while others may show more relaxed attitudes and be less interested in competition.

Reaction ability: Who can run fast and sit down without hesitation? Who instead appears slower or indecisive?

Managing emotions: Observe how children handle elimination. Some may accept it serenely, others may show signs of frustration or discomfort.

This sheet can provide educators with a tool to gather valuable information about the group, observing how the children behave during the activity and how they interact with each other.

ACTIVITIES PROMOTING INDIVIDUAL AND COLLECTIVE RESPONSIBILITY

One of the central aspects of our education is education for responsibility, understood both on an individual and collective level. Through this approach, we want to help children first understand and practise the concept of care. Responsibility is not just an abstract value, but a competence that develops over time, through practical and reflective experiences. We therefore divide responsibility into two main dimensions: the individual and the collective.

Individual responsibility is the basis on which to build collective responsibility. It is through the ability to take care of themselves and their tasks that children learn to contribute to the well-being of the group. To illustrate this concept, we propose an activity involving a fragile object, the egg. The children are asked to develop a bond with this object through aesthetic customisation, painting it and creating a "home" for it. The aim is to trigger a sense of care and protection towards something

delicate, helping them to internalise the concept of personal responsibility.

This individual activity is followed by a collective exercise, in which care moves towards a shared good: a seedling. In this case, the children must cooperate and make joint decisions on how to ensure the plant's well-being. This activity is aimed at developing the ability to cooperate and take care of the common good, stimulating reflections on the meaning of collective responsibility.

Through these two simple but profound experiences, we aim to bring out critical and conscious thinking about responsibility, helping children to understand how individual care is closely linked to collective care and to promote balanced growth in both spheres.

THE EGG RESPONSIBLE

Materials Needed:

- One egg (raw or hard-boiled) per child
- Markers, acrylic paints, brushes, stickers, glitter and other materials for decorating
- Paper, cardboard, leaves, straw, cotton and other natural materials to build the nest
- Glue, adhesive tape, scissors (to be used under supervision)
- Awards (ES:children's books)

Proceedings of Creation of Activity

• Preparing Eggs:

Distribute one egg to each child. For extra safety, you can choose to use hard-boiled eggs.

• Decoration Materials:

Provide a variety of materials to decorate the egg, such as markers, acrylic colours, stickers, glitter, etc. Ensure that each child has access to the necessary materials.

• Materials for Nest Construction:

Collect natural and recycled materials such as paper, cardboard, leaves, straw, cotton, etc. Provide glue and tape for nest assembly.

Activity Step-by-Step Procedure

• Introduction of the Activity:

Explain to children the importance of individual responsibility. Describe the activity: each child receives an egg which they must decorate and then build a nest to protect it.

• Decoration of the Egg:

Distribute one egg to each child. Invite the children to decorate their own egg using the materials provided. They can draw faces, add stickers or anything else that makes them happy. During the decoration, discuss with the children the importance of taking care of their belongings.

• Nest construction:

Once the eggs are decorated, introduce the nest-building phase. Provide the children with the collected materials and let them use their creativity to build a nest to protect their egg. Guide them in the use of glue and tape, offering tips on how to make the nest stable and secure.

• Egg Preservation:

Once the nests are completed, explain to the children that the goal is to keep the egg intact for as long as possible. Discuss with them strategies to protect the nest and care for the egg on a daily basis.

- **Award ceremony:**

After a predetermined period (e.g. one week), verify which children managed to keep the egg intact.

Rewarding these children with a children's book, emphasising the importance of their commitment and responsibility.

- **Socialisation:** The activity can be carried out in groups, encouraging collaboration and the sharing of ideas among the children.

Activity Beneficiency

- **Individual responsibility:** Children learn to take care of something of their own, developing a sense of responsibility.
- **Creativity:** Decorating the egg and building the nest stimulates creativity and ingenuity.
- **Problem Solving:** Building a nest to protect the egg encourages critical thinking and problem solving.
- **Patience and Dedication:** Keeping the egg intact requires constant attention and care, teaching children patience and dedication.
- **Positive Reward:** The possibility of earning an award incentivises positive behaviour and demonstrates the value of hard work and responsibility.



EDUCATION FOR COLLECTIVE RESPONSIBILITY: CARING FOR THE SEEDLING

Materials Needed:

- Small pots (one per group of children)
- Potting soil
- Seeds of seedlings (e.g. beans, sunflowers, herbs)
- Watering can or watering glasses
- Labels or tags to identify plants
- Markers
- Sheets and pens to create the calendar of annaffication shifts

Proceedings of Creation of Activity Tools

1. Preparation of Pots:

- Fill the pots with potting soil, leaving some space at the top for the seeds.
- Prepare one pot for each group of children.

2. Plant Labels:

- Create labels or tags with the names of the

groups or plants. Each group can decorate its own name tag.

- Ensure that the labels are firmly fixed to the pots.

3. Watering Materials:

- Provide watering cans or cups for watering the plants.
- Ensure that each group has access to these tools.

Activity Step-by-Step Procedure

1. Introduction of the Activity:

- Explain to children the importance of collective responsibility. Collective responsibility means that a group of people work together to achieve a common goal, taking care of something together.
- Describe the activity: each group of children will receive a pot and seeds. Their task will be to plant the seeds, take care of the seedling and make it grow.

2. Planting Seeds:

- Distribute the pots filled with potting soil to the groups of children.

- Provide the seeds and explain how to plant them correctly in the soil.
- Invite the children to plant the seeds and cover them lightly with soil.

3. Creation of the Watering Shift Calendar:

- Explain the importance of watering plants regularly to keep them growing.
- Involve the children in the creation of a calendar of watering shifts. Each day, a different group will be responsible for watering the plants.
- Use sheets of paper and pens to create the calendar, clearly assigning shifts to groups.

4. Daily Plant Care:

- Every day, the responsible team should check the state of the seedling and water it if necessary.
- The children can note down any changes or growth of the seedling in a collective diary.

5. Reflection and Discussion:

- After a few weeks, discuss with the children how the plants are growing.
- Ask the children to reflect on what they have learnt from working together to take care of the seedling.

6. Prize-giving and Celebration:

- Celebrating the plants' progress and the children's teamwork.
- Offer small symbolic prizes or certificates of participation to recognise the commitment and responsibility shown.

Activity Beneficiency

- **Collective responsibility:** Children learn to work together to take care of something common, developing a sense of shared responsibility.
- **Collaboration:** The activity promotes teamwork and cooperation among the children.
- **Care and Attention:** Taking care of a seedling requires attention to detail and daily dedication.
- **Environmental Learning:** Children learn the importance of plants and nature, developing a sense of respect for the environment.
- **Planning and Organisation:** Creating and following a shift schedule helps children develop planning and organisational skills.

Explain to Children the Importance of Collective Responsibility

What is Collective Liability?

- **Definition:** Collective responsibility means that a group of people work together to take care of something or achieve a common goal. Everyone has an important role and contributes to the success of the group.
- **Daily examples:** Talk about simple examples, such as cleaning the classroom together, organising a group game, or helping at home in the family.

Why is Collective Responsibility Important?

- **Teamwork:** Working together helps to achieve bigger and better results than working alone.
- **Sharing Tasks:** When tasks are shared, they become easier and less tiring for everyone.
- **Relationship Growth:** Collaborating with others helps to build friendships and improve communication.

How Does Collective Responsibility Show Up?

- **Division of Tasks:** Each member of the group has a specific task, but all work towards the same goal.
- **Helping each other:** If someone has difficulty, the other group members help him/her.
- **Respect the Shifts:** Following the schedule of annaffication shifts shows respect and commitment to the group.

LEARNING THROUGH: THE PLAY, COOPERATION AND REUSE

The workshop activities that follow are a practical realisation of the concepts presented in block A. Although some of them can be found online, on platforms such as Instagram or in other toolkits, our team carefully selected these proposals, based both on extensive research and our direct experience as educators. The aim was to collect examples of activities that fully reflect the shared methodological principles, ensuring an active and participative approach on the part of the children.

A central element of these activities is the direct involvement of children at every stage of the process. We do not want them to remain mere passive observers, but want them to become protagonists of their educational experience. In many of these activities, the children not only participate, but are also called upon to create the materials needed for the workshop, thus cultivating their sense of responsibility and initiative. The most important aspect is that every step of the way stems from their active contribution.

there are three fundamentals that characterise our approach:

- 1. Cooperation:** These activities are designed to encourage cooperation between children. To achieve the final goal, it is necessary to work together, communicate efficiently and find shared solutions. Co-operation is not only a means to complete the workshop, but a value that we intend to transmit, encouraging the development of interpersonal skills and the ability to co-operate in a group.
- 2. Gamification:** Another key aspect is the integration of play as a learning tool. Through gamification, we turn education into a fun and engaging experience. Activities are designed to make learning dynamic, as in the case of exercises that teach mathematics or improve memory and concentration through play. Gamification allows children to learn while having fun, making the educational process more natural and spontaneous.
- 3. Co-construction:** Finally, one of the most innovative aspects of these activities is the active role of the children in defining the path. We explain the final goal to them, but let them trace the path to reach it. In this way, we stimulate critical thinking,

creativity and autonomy. We do not offer a rigid path to follow, but a space where children can explore, make decisions and experiment.

Our role as educators is to accompany the children along this path, guiding them without imposing a predefined path. The objective is not the perfect execution of the workshop, but to create spaces in which children can make decisions, take responsibility and, if necessary, also learn from their mistakes. It is essential that, as educators, you do not worry if the children choose paths other than those suggested. The most important thing is to offer them the liberty to explore and grow through experience.



THE TOWER OF GLASSES

Materials Needed:

- 10 strong plastic or paper cups
- Indelible black felt-tip pen
- 4 pieces of string (length approx. 50 cm each)
- 1 strong rubber band (large enough to encircle the rim of a glass) - Table or flat surface
- Adhesive tape (optional, to fix the centre glass to the table)

Proceedings of Creation of Activity Tools

1. Preparing the Glasses:

- Take the 10 plastic or paper cups.
- With the black indelible felt-tip pen, draw one to ten black dots on the outer base of each glass. The first glass will have one dot, the second two dots, and so on up to ten.
- Allow marks to dry to avoid smudging.

2. Preparation of Tools for Raising Glasses:

- Take the four pieces of string.
- Knot one end of each piece of string to the elastic, distributing the knots evenly around the elastic.

- Make sure that the knots are secure and that the elastic is able to expand and tighten easily when pulled by the pieces of string.

Activity Step-by-Step Procedure

1. Preparation of the Playing Area:

- Arrange the 10 glasses in a circular fashion on a table or flat surface, with the dots drawn facing downwards.
- Place an additional glass in the centre of the circle. This will be the glass on which the others will be stacked.

2. Explanation of the Game to Participants:

- Divide the participants into pairs.
- Each pair receives four pieces of string, holding one end each.
- Explain how they must cooperate to stretch and tighten the elastic using the pieces of string to grip and lift the glasses.

3. Conduct of the Activity:

- The pair must start with the glass with a black dot drawn on the base.
- Using the elastic band and pieces of string, participants must grasp the glass, lift it and place it on top of the central glass.

- Continue with the next glasses, in ascending order, until all glasses are stacked from the first to the tenth.
- During the activity, educators can encourage children to count the dots aloud to reinforce numerical learning.

4. Conclusion of the Activity:

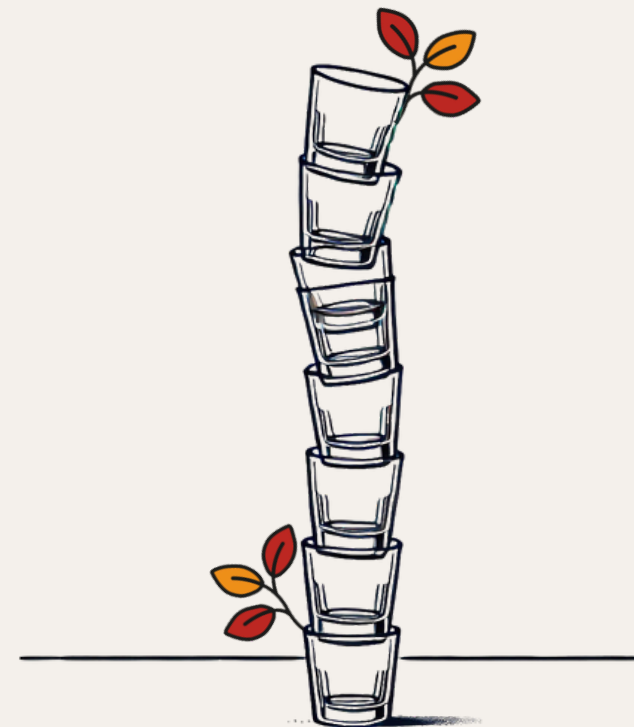
- Once all the glasses are stacked, you can discuss with the children the importance of cooperation and communication during the activity.
- Reflect on how each pair resolved any difficulties and celebrate the success of teamwork.

Activity Beneficiency

- **Teamwork:** The children learn to work together to achieve a common goal, improving cooperation and communication skills.
- **Coordination and Fine Motor Skills:** Using string and elastic to lift and stack glasses helps develop hand-eye coordination and fine motor skills.
- **Numerical Learning:** Counting dots on glasses strengthens mathematical skills and number comprehension.

- **Troubleshooting:** Tackling game side stimulates critical thinking and problem-solving skills.

PLEASE NOTE: A VARIATION OF THIS GAME FOR OLDER CHILDREN MAY INCLUDE MATHEMATICAL OPERATIONS (ADDITIONS, SUBTENSIONS, MULTIPLICATIONS OR DIVISIONS).



| DRAWING WITH THE DICE

Materials Needed:

- White sheets of paper
- Markers, coloured pencils and crayons
- Standard six-sided dice
- Guide sheets with the die faces and corresponding figurative elements (a semi-circle, a diagonal, a wavy line, a straight line, a broken line and a helical line)
- Adhesive tape (optional, for attaching guide sheets to tables)

Proceedings of Creation of Activity Tools

1. Preparation of Guide Sheets:

- Take sheets of paper and draw a header with the six faces of a die, in ascending order from one to six.
- Under each face of the die, draw the corresponding figure element:
 - 1: *Semicircle*
 - 2: *Diagonal*
 - 3: *Wavy line*
 - 4: *Straight line*
 - 5: *Broken line*
 - 6: *Helical line*

- Photocopy or print out a sufficient number of these guide sheets for all participating children.

2. Drawing Materials:

- Provide children with a variety of drawing and colouring materials, such as markers, coloured pencils and crayons.

Activity Step-by-Step Procedure

1. Introduction of the Activity:

- Explain to the children that today they will play a game that will help them develop their creative thinking and drawing skills.
- Show the children the guide sheets and explain the meaning of each face of the die and the corresponding figurative element.

2. Preparation for the Game:

- Distribute a blank sheet and a guide sheet to each child.
- Ensure that each child has access to drawing and colouring materials.

3. Start of the Game:

- Each child will throw a die. If there are not enough dice then it will be the educator who will throw it as he goes along.

- The number that comes out on the nut corresponds to one of the figurative elements on the guide sheet.
- The children will have to draw the figurative element on their blank sheet of paper.

4. Creation of the Figure:

- Continue having the children roll the dice, each time adding the new figure element to their design.
- Encourage children to connect the various figurative elements to create a complete figure. They can be little monsters, fantastic creatures, or whatever their imagination suggests.
- After drawing different elements, the children can colour and decorate their figure.

5. Sharing and Discussion:

- Once the drawings are completed, invite the children to share their creations with the group.
- Discuss their ideas and the creative process with the children. Ask what they imagined while drawing and how they connected the different elements.

6. Conclusion of the Activity:

- Collect children's drawings and, if possible, display them in the classroom or in a common

area to celebrate everyone's creativity.

- Congratulate the children on their commitment and creativity.

Activity Beneficiency

- **Development of Creative Thinking:** The activity stimulates the imagination and the ability to create unique images from simple elements.
- **Motor Coordination:** Drawing and colouring helps improve hand-eye coordination and fine motor skills.
- **Problem-Solving Skills:** Connecting different figurative elements to create a cohesive design helps children develop problem-solving skills and logical thinking.
- **Personal Expression:** Children have the opportunity to express their ideas and creativity through drawing.
- **Sharing and Collaboration:** Presenting and discussing one's drawings with other children encourages sharing and collaboration.

PLEASE NOTE: A VARIANT OF THIS ACTIVITY MAY BE TO MAKE A PREDETERMINED NUMBER OF THROWS (E.G. 6 THROWS), AFTER COMPLETING 6 THE CHILDREN CAN COMPLETE THE DRAWING AT THEIR OWN LEVEL.

| SPACESHIP RACE

Materials Needed:

- Cardboard rectangle (suggested size: 60 cm x 40 cm) - 4 pieces of string (length approx. 60 cm each)
- Felt-tip pens or markers
- 2 spaceships made of cardboard or light plastic
- Standard six-sided dice
- Scissors and tape
- Ruler (for accuracy in marking numbers)

Proceedings of Creation of Activity Tools

1. Preparation of the Cardboard Rectangle:

- Take the cardboard rectangle and with the ruler draw two parallel vertical lines along the height of the cardboard, about 10 cm apart.
- Use markers to draw two files of numbers vertically along the drawn lines, from zero (bottom) to eighteen (top).

2. Fixing the Strings:

- Make two small holes at the base of the cardboard (one for each numbered line).
- Pass a piece of string through each hole and fix it to the back of the carton with adhesive tape.

- Make two more holes in the upper part of the cardboard, aligned with the lower ones, and pass the other end of the string through these holes, fixing them with tape.

3. Creation of Spaceships:

- Cut or procure two spaceships from cardboard or lightweight plastic.
- Attach each spacecraft to one of the strings so that it can slide up and down the string. Use tape or glue to fix them securely.

Activity Step-by-Step Procedure

1. Introduction of the Activity:

- Explain to the children that they will participate in a spaceship competition to develop their counting and number comparison skills.
- Show them the cardboard rectangle with the string and spaceships, explaining how the movement along the numbers works.

2. Preparation for the Game:

- Divide the children into pairs, so that each pair has its own cardboard rectangle with string and ships.
- Assign each child a spaceship.

3. Start of the Game:

- Each child launches a dice in turn.
- Based on the number on the die, the child slides his or her spaceship along the string, moving it forward by as many numbers as indicated by the die.

4. Continuation of the Game:

- The children will continue to roll the dice and move their spaceships according to the numbers obtained.
- The game continues until one of the ships reaches or exceeds the number eighteen.

5. Conclusion of the Game:

- The first child to get their spaceship to reach the number eighteen is the winner.
- A short post-game discussion can be organised to reflect on the experience and congratulate the participants.

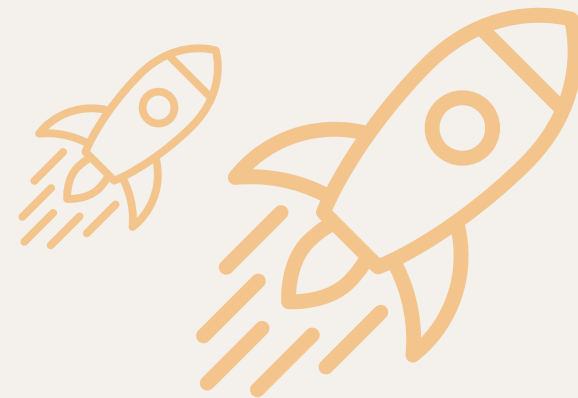
Activity Beneficiency

- **Development of Mathematical Skills:** The activity helps children practise counting and adding up numbers.
- **Healthy Competition:** Promotes healthy

competition and the importance of respecting rules.

- **Motor Coordination:** Moving the spacecrafts along the strings helps improve hand-eye coordination.
- **Planning and Strategy:** Children learn to plan their game based on the results of the dice.
- **Collaboration and Socialisation:** The activity can be carried out in pairs, encouraging collaboration and socialisation between the children.

**NOTE ACTIVITY YOU CAN ALSO APPLY
SUBTRACTION YOU GET TO 18 AND ROLL THE DICE
SUBTRACTING EACH TIME.**



DISCOVER THE SEQUENCE

Materials Needed:

- A sheet divided into nine squares (can be hand-drawn or printed) - 9 plastic bottle caps
- Indelible markers
- Cardboard or paper
- Scissors
- Adhesive tape or glue

Proceedings of Creation of Activity Tools

1. Preparing the Sheet:

- Take a sheet of paper or cardboard and divide it into nine equal-sized squares. It may be helpful to use a ruler to make sure the squares are symmetrical.
- Number the squares from 1 to 9 in ascending order, writing the numbers clearly within each square.

2. Preparation of Corks

- Take 9 plastic bottle caps and clean them if necessary.
- Cut out small circles of cardboard or paper that fit inside the caps.
- Write the numbers 1 to 9 on the cardboard circles using a permanent marker.

- Glue or fix the numbered circles inside the caps with adhesive tape, so that each cap has a number inside.

Activity Step-by-Step Procedure

1. Introduction of the Activity:

- Explain to the children that today they will play a game that will help them learn to count and improve their memory.
- Show them the sheet divided into nine squares and the numbered caps, explaining that the numbers under the caps go from 1 to 9.

2. Preparation for the Game:

- Place the caps on the squares of the sheet, so that the numbers are hidden. The caps must be upside down, with the number facing downwards.
- Shuffle the caps so that the numbers are not in sequential order.

3. Start of the Game:

- The children have to uncover the caps in numerical sequence, starting with number 1 and continuing up to number 9.
- One child at a time lifts a cap and shows the number to the other participants.

4. Verify the Sequence:

- If the number discovered is the correct number in the sequence (e.g. if you start with 1, the next number should be 2, then 3, and so on), the cap remains uncovered.
- If the number discovered is not the correct number in the sequence, all caps are covered and we start again.

5. Conclusion of the Game:

- The game continues until all numbers are discovered in sequential order from 1 to 9.
- Congratulate the children for their efforts and for completing the game.

- **Frustration Management:** Repeating the game from the beginning in case of a mistake teaches children patience and frustration management.
- **Teamwork:** If done in a group, the activity promotes collaboration and mutual support.

Activity Beneficiency

- **Development of Mathematical Skills:** Children learn to recognise numbers and count sequentially.
- **Memory improvement:** Remembering the position of numbers helps develop short-term memory.
- **Attention and Concentration:** Children must concentrate to remember the position of the numbers and follow the correct sequence.

I BLIND LABYRINTH

Materials Needed:

- White sheets of paper (A4 or A3 size)
- Markers
- A table or flat surface for drawing

Proceedings of Creation of Activity Tools

1. Preparing the Sheet:

- Take a blank sheet of paper.
- Draw a path or maze on the paper, making sure to include a defined starting point and an end point. The maze can be simple or complex, depending on the age and abilities of the children. Alternatively, you can print out a game done maze/path.

Activity Step-by-Step Procedure

1. Introduction of the Activity:

- Explain to the children that today they will play a game that will help them develop collaboration and communication.
- Show them the sheet with the maze, clearly indicating the starting point and the end point.

2. Preparation for the Game:

- Divide the children into pairs.
- Distribute a sheet with the maze and a marker to each pair.

3. Start of the Game:

- One child of the couple closes his eyes and holds the marker.
- The other child has to guide his or her partner through the maze using only words. He/she can give directions such as 'forward', 'right', 'left', 'stop', etc.
- The child with eyes closed has to follow his or her partner's instructions to try to draw the path through the maze without touching the edges.

4. Rules of the Game:

- If the child touches the edge of the maze with the marker, he or she must start again from the starting point.
- When the child with eyes closed reaches the end point, the two participants switch roles. The game starts again with the new drawer keeping his eyes closed.

5. Conclusion of the Game:

- The game continues fixed until both members of the pair have had a chance to be led and drive.

- You can end the game with a short discussion about the experience, encouraging the children to reflect on what was easy or difficult and how they cooperated.

Activity Beneficiency

- **Development of Communication Skills:** Children learn to give and follow clear instructions, improving their verbal communication skills.
- **Collaboration:** The activity promotes teamwork and mutual fidelity, as children have to affit on each other to complete the course.
- **Concentration and Patience:** Following instructions and drawing accurately requires concentration and patience.
- **Respect for the Rules:** Children learn to respect the rules of the game, starting again from the starting point if they touch the edges of the maze.
- **Motor Development:** Drawing a path with eyes closed improves hand-eye coordination and spatial awareness.

Explaining the Importance of Collaboration to Children

What is Collaboration?

- **Definition:** Collaboration means working together to achieve a common goal. Each person in the group plays an important role and contributes to the success of the activity.
- **Everyday examples:** Talk about simple examples such as playing a team game, helping classmates at school or working together on a project.

Why is it Important to Collaborate?

- **Achieving Common Goals:** By collaborating, goals can be achieved that would be difficult or impossible to achieve alone.
- **Learning from Others:** By working together, you learn new things from your peers.
- **Developing Positive Relationships:** Collaboration helps t o build friendships and improve mutual understanding.

How Does Collaboration Show?

- **Listening to Others:** Paying attention to the ideas and opinions of one's peers. - Giving and Receiving Help: Offer support when needed and accept help from others.
- **Sharing Tasks:** Divide tasks equally to achieve the common goal.

THE CARDBOARD TRACK

Materials Needed:

- 3 cardboard rectangles (suggested size: 30 cm x 20 cm)
- 1 ball (light, like a ping-pong or plastic ball)
- A large, free space (such as a room or corridor)
- Adhesive tape (to mark start and end points)

Proceedings of Creation of Activity Tools

1. Preparation of Cardboard Rectangles:

- Cut 3 cardboard rectangles of equal size (30 cm x 20 cm).
- Make sure the edges are smooth and safe for children to handle.

2. Space preparation:

- Identify a starting point and an end point in the designated room or space.
- Use tape to clearly mark the start and end points on the floor.

Activity Step-by-Step Procedure

1. Introduction of the Activity:

- Explain to the children that they will be participating in a team game that requires coordination and teamwork.

- Show them the cardboard rectangles and the ball, explaining how to create the 'track' to slide the ball from one side of the room to the other.

2. Preparation for the Game:

- Divide the children into groups of four.
- Three children will each receive a cardboard rectangle, while the fourth child will have the task of rolling the ball.

3. Start of the Game:

- Place the ball on the first cardboard rectangle, held by one of the three children.
- When the educator starts, the child with the ball rolls it on the cardboard.

4. Construction of the Runway:

- While the ball slides on the first cardboard box, the second child must quickly place his or her own cardboard rectangle in front of the first one so that the ball can continue to roll without falling off.
- The third child must be ready to place its carton in front of the second, creating a continuous track.
- The child who initially placed his or her carton must run forward and prepare to repeat the process, placing the carton in front of the others.

5. Objective of the Game:

- The team's objective is to get the ball from the starting point to the finishing point without dropping it on the ground.
- If the ball falls, the team must start again from the starting point.

6. Conclusion of the Game:

- The game ends when the ball reaches the end point without being dropped.
- Encourage the children to reflect on the experience and discuss what worked well and what could be improved in their collaboration.

- **Problem Solving:** The activity stimulates critical thinking and problem solving, as children have to find efficient ways to keep the ball moving.
- **Managing Emotions:** The activity teaches children to handle frustration and remain calm under pressure.

Activity Beneficiency

- **Teamwork:** Children must work together and coordinate to ensure that the ball does not fall, learning to work together towards a common goal.
- **Coordination and Motor Skills:** The activity requires quick and precise movements, improving hand-eye coordination and motor skills.
- **Communication:** Children must communicate with each other in order to place the cartons correctly and on time.

RECREATE THE SYMBOL

Materials Needed:

- A sheet of paper divided into nine squares (3x3) with the set of symbols drawn in the respective quadrants on the sheet of paper
- Markers or coloured pencils black or white board (with chalk or appropriate markers)
- Blackboard eraser (to erase any mistakes)

Proceedings of Creation of Activity Tools

1. Preparation of the Sheet:

- Take a sheet of paper and divide it into nine equal-sized squares, forming a 3x3 grid.
- In each square, draw a different symbol (e.g. star, heart, circle, triangle, square, arrow, sun, moon, cloud).

2. Preparation of the blackboard:

- Divide the board into two equal sections, one for each child, using a piece of tape to draw a dividing line if necessary.
- Ensure that each section of the board is clean and ready for use.

Activity Step-by-Step Procedure

1. Introduction of the Activity:

- Explain to the children that they will participate in a game that will help them improve their observation, memory and motor skills.
- Show them the sheet divided into nine squares with the symbols drawn on it and explain that their task will be to recreate the same symbols on the blackboard, placing them in their respective quadrants.

2. Preparation for the Game:

- - Distribute a copy of the sheet with the symbols to each child.
- - Assign each child a section of the blackboard and provide them with the
- necessary materials (markers or chalk).

3. Start of the Game:

- When the educator starts, the children begin to recreate the symbols on the blackboard, trying to place them in quadrants corresponding to those on the paper.
- Children can consult their sheet at any time to make sure they draw the symbols correctly.

4. Rules of the Game:

- The children have to recreate the symbols

exactly as they appear on the sheet, both in terms of shape and position in the respective quadrants.

- If a child makes a mistake, they can delete the symbol and try again.

5. Conclusion of the Game:

- The first child to correctly complete their symbol pattern on the board wins the game.
- Encourage both children to compare their work with the original symbols to verify correctness.

Activity Beneficiency

- **Observation and Memory:** Children improve their observation and visual memory skills as they try to accurately recreate symbols.
- **Motor Skills:** Drawing symbols on the blackboard helps develop hand- eye coordination and fine motor skills.
- **Speed and Accuracy:** The activity promotes speed and accuracy in drawing as children try to complete their task before the other.
- **Concentration:** Children should concentrate carefully on the details of the symbols and their position in the dials.

- **Healthy Competition:** The activity encourages healthy and friendly competition, motivating children to give their best.

CO-CONSTRUCTING ACTIVITIES WITH CHILDREN

In order to facilitate the co-construction of educational activities together with the children, a pathway divided into several stages has been devised. This approach ensures that children are active protagonists in defining the issues to be dealt with, the priorities to be addressed and the solutions to be developed. The path consists of two main areas of analysis: context analysis through the rights of the child and emotional analysis through the SMAT method.

STEP 1: CONTEXTUAL ANALYSIS THROUGH THE CONVENTION ON THE RIGHTS OF THE CHILD

1) Handing over the Bill of Rights

Duration: 3 hours

Materials: a copy of the convention in A3 format for each group; blue and red markers for each group.

The first step is the distribution of a **charter of the Convention on the Rights of the Child** in a child-friendly, accessible and understandable version.

This charter sets out in a simple and clear manner the basic rights that every child is entitled to. The aim is to enable children to reflect on these rights in relation to their own experience.

Group Activity: Identification of Respected and Non-Respected Rights

After handing in the card, the children are divided into small groups. Each group is asked to:

1. **Circle in blue** the rights that, in their personal experience, they feel are **respected** and guaranteed.
2. **Circle in red** at least **three rights** that they feel are **violated or not respected** in their lives.

This activity stimulates critical reflection on rights and allows children to share their experiences in a collaborative manner.

Plenary discussion

Once the activity is completed in groups, all children are brought together for a **plenary discussion**. At this stage, each group shares which rights are respected (circled in blue) and which rights are violated (circled in red). This moment is crucial to understand which rights are perceived as guaranteed and which, on the other hand, are not

respected according to the children's collective experience.

During the plenary, the **team of educators** will have the task of **taking notes** of all the observations, clearly identifying the rights perceived to be respected and those that are vulnerable. This step provides an overview of the **context** in which the children live and the main areas of vulnerability that need to be addressed through future educational activities.

PHASE 2: EMOTIONAL ANALYSIS WITH THE SMAT METHOD

After the rights analysis, the SMAT method is used to explore the children's emotions.

The SMAT (Sueños, Miedos, Alegrías y Tristezas) method is a participatory action- research device designed to foster the expression of children's and adolescents' emotions through group activities. The SMAT helps children reflect on four main areas: dreams, fears, joys and sadness. This activity involves children not only as participants, but also as co-constructors in the process, stimulating their creativity and ability to work as a team.

The method can be adapted according to the etm and specific needs of the group, always ensuring maximum interactivity and participation.

The necessary tools include:

- **Paper** (A3), where children can draw and write.
- **Coloured pencils, markers and crayons** to express emotions through colours.
- **Stickers, post-it notes and decorative materials** to personalise the work.
- **Photographs, collage materials**, and other creative tools that encourage visual expression.

The main **objectives** of the SMAT are:

- **Exploring emotions:** Encouraging children to recognise and share their emotions within a safe and collaborative context.
- **Promoting critical reflection:** Helping children connect their emotions to concrete situations in their daily lives, fostering emotional awareness.
- **Providing a space for expression and collaboration:** Children work in groups, stimulating cooperation and teamwork, where each participant contributes to the realisation of the activity.
- **Identifying key themes and vulnerabilities:** This activity is fundamental for educators, as it allows them to understand the priority themes to be addressed in future workshops and to identify possible vulnerabilities within the group

Activity Structure and Group Preparation

In this activity, the children are divided into small groups of 4-5 participants. Each group is given a large poster board divided into four parts, corresponding to the four emotions explored: joys, sadness, fears, and dreams. The groups work together to complete each section of the poster, expressing through writing, drawing or other modalities how they feel about each emotion. This approach encourages dialogue and collaboration within each group.

Each group has the freedom to organise their work, choosing how to express their emotions. The educators facilitate the process, offering materials such as paper, pencils, markers, and suggesting different techniques according to the age and abilities of the children.

Adaptability of the SMAT Method

The SMAT method is extremely flexible and can be adapted to different age groups and levels of competence.

Below are some ways of adapting it:

- 1. For young children or those who cannot read and write:** In this case, the activity can be modified by asking the children to draw what makes them happy, sad, scared or what they dream about. If they find it difficult to draw, they can express themselves verbally and the educators or facilitators can transcribe their answers.
- 2. For children who find it difficult to draw:** If drawing is too complex or limiting for some children, the activity can be conducted as a focus group. In this case, the educators facilitate a group discussion, asking questions that stimulate reflection on the themes of emotions, and note down the answers directly on the boards.
- 3. Theatre as an expressive tool:** Another way of adaptation is the use of theatre. The children are always divided into groups, but instead of drawing or writing, they can create theatre scenes in which they represent what makes them happy, sad, what frightens them or what they dream about. Theatre performances allow the children to express themselves through body and voice, developing communicative and creative skills.

Suggested Questions for each Emotion

Questions are essential to stimulate reflection and guide children in the process of exploring emotions. Each group uses the same generating questions for each emotion:

1. Joy: Exploring Happiness

The first phase focuses on the things that make children happy, cheerful and content. By reflecting on moments of joy, children can discover which situations, people or activities bring well-being into their lives:

1. *When do you feel happy?*
2. *What makes you smile?*
3. *What makes you happy/happy?*
4. *At what times do you feel good?*
5. *Who do you get on well with?*
6. *In which places do you feel good, protected, safe?*
7. *What do you like to do most?*

2. Sadness: Recognising Pain

The second phase of the method explores experiences and situations that cause sadness or despondency in children. This reflection allows them to recognise negative emotions, discuss how

they deal with sadness and open up about sensitive aspects of their lives.

- *What makes you feel sad?*
- *When do you feel down or unhappy?*
- *What or who angers or disappoints you?*
- *Are there situations or people that make you feel sad?*
- *Something else that makes you sad?*

At this stage, it is important that educators adopt an empathetic and respectful approach, letting children express their feelings safely and without judgement.

3. Fears: Facing Uncertainty

In the third phase, the group is invited to reflect on their fears and what makes them feel insecure or afraid. This is a very delicate moment, as many children may hesitate to express their deepest fears. It is essential to create an environment of fidelity, where everyone feels listened to and respected.

1. *What things frighten you in your home/family?*
2. *What things frighten you at school?*
3. *What things scare you in your neighbourhood?*
4. *What are you afraid of?*
5. *Where, in which places do you feel insecure?*

6. *With whom do you feel insecure?*
7. *Do you have nightmares? What do you see in your nightmares?*
8. *Is there anything else important you want to add?*

Educators must be prepared to handle the strong emotions that might arise in this context.

4. Dreams: Designing the Future

The last phase of the SMAT method is dedicated to children's dreams and aspirations. This part of the activity is extremely important for bringing out wishes for change and growth, offering a positive outlook on the future.

1. *What would you like your school to be like?*
2. *What would you like your neighbourhood to be like?*
3. *What do you plan to do when you grow up?*
4. *What would you like to do when you grow up?*
5. *If you had a magic wand, what would you do with it? What wishes would you make?*
7. *Do you have any other wishes/hopes? (for you, your family, your friends...)*

In this phase, children can freely express their wishes, using the colours and symbols that best represent their dreams. It is a moment of creativity

in which the future takes shape through the imagination of the participants.

Documentation through Photographs and Analysis of Results

After the conclusion of the activity, it is important to carefully document the results. This is how it is done:

1. Photographs of the posters: Each poster completed by the groups is photographed in high quality. The photos will be digitally sorted by emotion categories (joys, sadness, fears and dreams) and by groups, so that they can be easily analysed later.

2. Transcription of results: All the information collected on the boards is transcribed into an Excel file. Each group avrm a row, with subdivisions for each emotion explored. This file contains:

- Group name
- Category (joys, sorrows, fears, dreams)
- Description of contributions (text or summary of what was drawn)
- Additional notes for relevant observations made by educators.

3. Identification of Rights: A specific column in the Excel file will be dedicated to the identification of children's rights, according to the UN Convention on the Rights of the Child, to which children's contributions refer. For example, if a group talks about fear of abandonment, this will be linked to the Right to Protection (Article 19). If children express joy at play, this is linked to the Right to play and leisure (Article 31).

4. Analysis of priority issues and vulnerabilities: The SMAT activity makes it possible to understand which themes are key for boys and girls. Identifying recurring emotions (such as fear or sadness related to specific situations) allows educators to design future workshops focused on these themes, adapting educational activities to the real needs of the group. This approach also helps to identify possible vulnerabilities, such as lack of safety at home or at school, allowing for targeted interventions.

Conclusion

The SMAT activity, thanks to its flexibility and interactivity, is a powerful tool for understanding children's emotional needs, fostering their personal development and adapting the educational offer

according to their needs. The analysis of the data collected, through drawings, texts and plays, not only provides a map of emotions, but also allows each expression to be linked to children's fundamental rights, contributing to inclusive and respectful education.

Duration of SMAT Method Application

The duration of the application of the SMAT method in the laboratory can vary significantly depending on several factors, including the **number of participants** and the chosen **mode of operation**. Below, we analyse the main variables that may influence the time required to complete the entire course.

1. Number of Participants and Groups

A determining factor for the duration of the activity is the number of participants. The more children participate, the larger the number of groups to manage and, consequently, the more time will be needed for processing and discussing the results.

- **Groups of 4-5 children:** As a rule, children are divided into groups of 4-5 participants. This number allows for good interaction within the group and facilitates collaboration, but also requires time for each group to complete its activities.

- **Larger number of groups:** If the total number of children is large, the overall duration may increase, as each group will need time to discuss, complete the posters and return their work to the plenary.

2. Method of Implementation

The duration can also be influenced by the **mode** one chooses to apply the SMAT method. Here are some possible variants:

- **Focus Group:** If a **focus group** modality is chosen, in which the educators facilitate a collective discussion and take notes on behalf of the children, the overall time may be reduced. This modality requires less time than the activity in separate groups, as it focuses on verbal interaction and does not involve the creation of posters or other manual work.
- **Activity in groups with plenary return:** This mode, in which the children are divided into groups to work on each emotion and then return their work in plenary, requires more time. Each group needs adequate time to complete its part and prepare for the presentation of the results to the other groups.

3. Activity Organisation: Emotion by Emotion

To facilitate time management and ensure that each emotion is treated with the right attention, an effective option is to **work on one emotion at a time**. In this way, a specific block of time can be devoted to each of the four emotions (joys, sadnesses, fears, dreams), allowing for a more in-depth reflection on each one.

- **Duration per emotion: Approximately 1-2 hours** per emotion can be expected. During this time, the children discuss in groups, complete the assigned section of the poster and prepare the presentation of the results.
- **Duration of the plenary session:** After working on all the emotions, a plenary session of about **1.5 hours** can be scheduled. In this phase, the groups return their work and share the reflections that have emerged. This collective discussion is crucial to conclude the process and identify the key themes, predominant emotions and vulnerabilities encountered.

4. General Considerations on Duration

In general, we can consider that the SMAT method requires **careful time management**, as it is a time-consuming activity that cannot be accelerated

without risking compromising its quality. Working emotion by emotion allows us to:

- **Fostering deeper reflection:** each emotion is given the right space and time, allowing children to express themselves fully and unhurriedly.
- **Managing the emotional load:** working on all emotions in one session may be emotionally demanding for the children.

By dividing the activity, one avoids emotional overload and allows them to better assimilate the different phases.

Summary of the Analysis: Rights and Emotions

Once we have completed both phases - the context analysis through the rights and the emotional analysis through the SMAT - we have a clear framework that allows us to understand the overall situation of the group. In particular, we will have an overview of:

- **What rights** are perceived to be respected or vulnerable in the lives of children.

- **Which emotions** (joys, sadness, fears and dreams) dominate the emotional experience of children.

This combination provides us with valuable data to understand the educational priorities of the group and any vulnerabilities present.

STEP 3: GOAL SETTING AND CO-BUILDING SOLUTIONS

After obtaining a clear understanding of the context and the children's emotions, we can move on to the **de-fining** of the educational **priorities** to be pursued together. This phase consists of two steps:

1. Creation of the Problem Tree

Objective: to analyse the immediate, underlying and essential causes of the priority problem in order to plan an efficient and realistic work plan.

Time required: 90 minutes

Materials: flipchart paper, pens Practical steps:

1. After having identified a priority problem, we must focus on the next step.

2. In this activity we will think about the reason for this specific issue (the problem or issue that the children identified and prioritised in the previous activities).

We will use the "problem tree" to explore and better understand the immediate, underlying and essential causes of our problem. We will also consider the impact of the problem on children, families and society.

3. Draw the outline of a large tree on a sheet of flipchart paper. Write the problem/priority on the trunk of the tree.

4. The children must now discuss and point out the immediate causes of the problem next to the roots of the tree. The children should think about some relevant results from the previous workshops.

5. For each immediate cause, ask again why? For example, if children say that their parents do not listen to them because they are stressed, ask the children: why are their parents stressed? This will help find and identify the underlying cause(s).

6. Infinally, for each underlying cause, ask again Why? For example, if children say that their parents are stressed because of the family's povertm, ask the children: Why is there povertm? This helps to explore children's views on the root causes of the problem.

7. When one cause clearly contributes to another, draw a line connecting them.

8. In the branches of the tree, the children must indicate the impact of this problem on the lives of children, families, communities and society as a whole.

2. Creation of the Solutions Tree

Once the main problems have been identified, the next step is to build a **solution tree** together, visualising possible ways to solve the problems. At this stage, the children's critical thinking is stimulated by asking them to suggest creative and practical solutions to address the issues raised.

The solution tree offers a map of **concrete actions** to be taken, linking identified problems to possible solutions.

Time required: 90 minutes

Materials: flipchart paper, pens

1. Analysis of the Problem Tree:

- Review the problem tree with the group. Ensure that all participants have a clear understanding of the causes and consequences of the identified problem.

2. Identification of Solutions:

- Starting from the roots (causes) of the problem tree, discuss and identify possible solutions for each cause. Ask participants to think of concrete interventions that could address each root cause.

3. Construction of the Solution Tree:

- Draw a new tree, starting from the trunk with the central problem transformed into a positive goal.
- The roots of the solution tree represent the actions/interventions needed to address the causes identified in the problem tree. For each cause, formulate a corresponding solution.
- The branches of the solution tree represent the expected results or benefits once the solutions are implemented. These should reflect the positive consequences of resolving the root causes.

4. Detailing the Solutions:

- For each solution identified, it details the steps required for its implementation. This includes necessary resources, timelines, responsible parties, and potential obstacles.

5. Verification and Validation:

- Involve the group in a review session to ensure that all solutions are realistic and feasible. Discuss the expected benefits and verify that they are consistent with the established objectives.

6. Prioritisation of Solutions:

- It evaluates and prioritises solutions based on criteria such as potential impact, feasibility, cost, and time required for implementation.
- This helps to create a structured plan of action and to focus on the solutions that offer the greatest benefit with the available resources.

Co-Construction of Educational Activities

The entire process - from the delivery of the charter of rights, to the emotional analysis through the SMAT, to the creation of problem and solution trees - provides the basis for the **co-construction** of

future educational activities. The activities that emerge will be directly related to the real needs, dreams and vulnerabilities of the children, making them more relevant and efficient.

This methodology encourages the active participation of children at every stage of the process and allows educators to develop workshops and projects in line with the concrete needs of the group, promoting an inclusive and rights-oriented educational approach.

This pathway offers a clear and comprehensive structure to facilitate children's active participation in the co-construction of activities, ensuring that each step is based on their experience and real needs.

CONCLUSIONS

This toolkit represents a resource for educators, social animators, and all those working with children and adolescents in non-formal educational settings. It is not just a practical guide but also a methodological proposal that combines theoretical reflection with concrete application, inspired by Alejandro Cussianovich's Pedagogy of Ternura and Marta Martinez Munoz's participatory approach.

A key aspect of this toolkit is the co-construction of rules, which serves as the starting point for creating an inclusive and participatory educational environment. Actively involving young people in defining rules helps strengthen their sense of belonging and responsibility, fostering a climate of mutual respect. This approach shifts the focus from imposition to shared responsibility, allowing young people to become co-authors of their educational journey.

The ice-breaking activities, such as "Rock, Paper, Scissors Teams" and "The Race Around the Chair," have proven to be effective tools not only for breaking the ice but also for observing and understanding group dynamics. Through these games, educators can identify emerging roles,

such as leaders or mediators, and monitor communication and collaboration among participants. Repeating these activities over time allows educators to assess the evolution of group dynamics, providing valuable insights for planning targeted educational interventions.

The section dedicated to education on individual and collective responsibility introduces practical activities such as caring for an egg and a plant. Individual responsibility is developed through the egg activity, where each child is tasked with taking care of a fragile object, decorating it, and building a nest to protect it. This exercise not only stimulates creativity but also fosters the development of an emotional bond with the object, helping children understand the importance of care and constant attention.

In parallel, the plant care activity aims to promote collective responsibility. Children, working in groups, must collaborate to ensure the well-being of the plant, creating a watering schedule and making shared decisions. This exercise is fundamental in developing cooperation, planning skills, and respect for the environment, encouraging children to understand the importance of teamwork in achieving a common goal. Finally, the path of

co-constructing educational activities, structured in phases such as the analysis of the Convention on the Rights of the Child, the SMAT method (Dreams, Fears, Joys, and Sadness), and the Problem and Solution Tree, represents the core of this toolkit. These phases guide children in critical reflection on their experiences and actively involve them in the design of activities. In this way, the activities are relevant and responsive to the real needs of young people, promoting their protagonism and autonomy.

In conclusion, this toolkit provides educators not only with a set of concrete tools to facilitate the learning and growth of young people but also with an educational approach based on respect, empathy, and active participation. By applying the proposed activities, the goal is to stimulate balanced growth in children and adolescents, both individually and collectively, and to prepare them to become conscious citizens capable of contributing positively to the society they are part of.

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