

3-6



AFLATOT

MANUAL

Early Childhood Education for Sustainable Development
Éducation de la Petite Enfance pour un Développement Durable
Educación Temprana para el Desarrollo Sostenible

• Educação Pré-escolar para o Desenvolvimento Sustentável
• Дошкольное образование с целью устойчивого развития
• التعليم للطفولة المبكرة من أجل التنمية المستدامة

1

YOU, ME AND AFLATOUN: Developing a Positive Sense of Well-being and Identity

Module 1: I Value My Things

- Activity 1: Aflatoun's Journey Pg. 15
- Activity 2: Aflatoun Song Pg. 21
- Activity 3: Sinta the Bird Pg. 23
- Activity 4: Aflatoun Journey Box Pg. 26

Module 2: I am Special in Many Ways

- Activity 5: I Know My Name Pg. 28
- Activity 6: I Am Alive Pg. 30
- Activity 7: I Can Move with My Body Pg. 32
- Activity 8: I Can See and Hear Pg. 33
- Activity 9: I Can Smell and Taste Pg. 35
- Activity 10: I Can Express Myself with My Body Pg. 38

2

ME AND MY FAMILY: Taking Care of the People We Love

Module 3: My Family is Important to Me

- Activity 11: These are the Important People in My Life Pg. 47
- Activity 12: Baby in a Basket Pg. 49
- Activity 13: Me and My Family Are Happy Together Pg. 56

Module 4: My Family and I Have Rights and Responsibilities

- Activity 14: What is My Job? Pg. 57
- Activity 15: We Value Our Work! Pg. 60
- Activity 16: Why Helping at Home is Important Pg. 61
- Activity 17: A World for Children Pg. 69
- Activity 18: Our Rights, Our Responsibilities Pg. 93

3

ME AND MY FRIENDS: Helping Each Other

Module 5: We Do a Lot of Things for Each Other

- Activity 19: The Story of the Lion and the Mouse Pg. 95
- Activity 20: Different and Unique Pg. 100

Module 6: I am Special with My Talents and Dreams

- Activity 21: The Story of the Hare and the Tortoise Pg. 101
- Activity 22: Wish Upon a Star Pg. 108
- Activity 23: Talent Show Pg. 110

4

ME AND MY COMMUNITY: Living and Working Together

Module 7: I Am Part of a Community

- Activity 24: Our Money Pg. 113
- Activity 25: The Story of Coin Pg. 116
- Activity 26: Creating a Mini Neighbourhood Pg. 124
- Activity 27: Tools of the Trade Pg. 127
- Activity 28: Making our Mini Market Pg. 128

Module 8: I Care for the Nature Around Me

- Activity 29: Nature Around Us Pg. 130
- Activity 30: Nature is our Responsibility Pg. 134

5

ME AND MONEY: Spending, Saving and Sharing

Module 9: This is what I need and What I Want

- Activity 31: What Do I Really Need? Pg. 139

Module 10: With My Talents I Can Reach my Dreams

- Activity 32: I Can Reach My Dreams Pg. 142
- Activity 33: I Can Make It! Pg. 145

Module 11: I Can Save Different Resources

- Activity 34: The Story of The Ant and The Grasshopper Pg. 148
- Activity 35: Water Is Our Resource! Pg. 154
- Activity 36: Let's Recycle Pg. 159
- Activity 37: Where Does Money Come From? Pg. 162

Module 12: I Can Choose How I Spend My Resources

- Activity 38: This Is How I Spend My Time Pg. 165
- Activity 39: 1, 2, 3... Aflatoun Coins Pg. 167
- Activity 40: What Coins Can Buy Pg. 169
- Activity 41: The Story of the Crane and His Flock Pg. 171

Module 13: Our Aflatoun Fair

- Activity 42: Save, Spend and Share Pg. 178
- Activity 43: Getting Ready for Our Fair: How Are We Spending Our Money? Pg. 187
- Activity 44: Our Aflatoun Fair: Preparation Pg. 189
- Activity 44a: The Market Day Pg. 193
- Activity 44b: The Exhibition Day Pg. 194
- Activity 45: Spending Our Aflatoun Coins Pg. 195

Activity 25

NATURE AROUND US

Lesson Objectives

During this session, children will:

- ▶ Become familiarised with nature, its protection and care
- ▶ Be exposed to the concept of natural resources
- ▶ Build on their appreciation for places and the resources around them

Interaction:

- ▶ Indoor
- ▶ Facilitator-whole group

Learning modality:

- ▶ See it
- ▶ Do it
- ▶ Hear it

Developmental domains:

- ▶ Physical
- ▶ Cognitive

Materials needed:

- ▶ Bottles of water
- ▶ **Story: Our New Planet** (at p. 97)
- ▶ White paper (one sheet per child)
- ▶ Pens/crayons

Duration:

- ▶ 45 minutes up to two days

Word of the Day:

- ▶ Natural resources

Before the session, be sure to plan your Nature Walk in advance.

Make sure you select a route that is safe and where the children can find interesting things to look at and touch (different types of animals or insects, trees, flowers, etc).

If possible, ask some community members who take care of trees and plants in the neighbourhood to come and explain to the children what they do for the plants to make sure they grow and stay healthy.

START:**(10 minutes)**

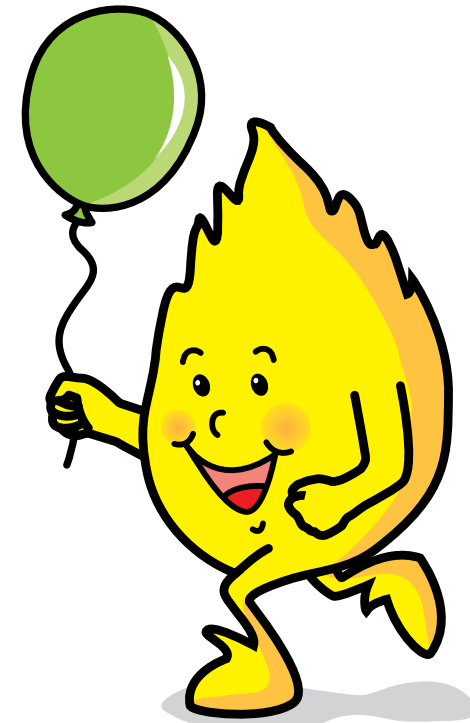
1. Explain to the children that the neighbourhood is special not just because of the people and the places, but also because of the natural resources around it.
2. Give examples of the natural resources available in the neighbourhood.
3. Inform the children that they will be going on a Nature Walk. Again, remind them about safety and the rules they must follow when going outdoors as a class. Ensure that there are enough adult chaperones for this activity.

LEARN:**(25 minutes)**

1. As you walk, point out interesting animals and plants, and encourage the children to do the same. Invite a discussion by asking them what they know about these animals and plants.
2. Go to an area in the neighbourhood with lots of trees, and ask the children to pick a tree.
3. Encourage them to explore the parts of the trees. Ask them what they see.
4. With older children, ask:
 - *Why do you think it is important to have trees?*
5. Have the children stand beside their tree. Focus on the tree's roots, and explain how they hold the tree to the ground. Draw on the similarity of the tree's roots and the children's feet. Next, ask the children what other body parts they have that are similar to the tree? (Branches and arms, stomach and the trunk, skin and bark).
6. Explain that plants are alive, and that they need care and respect.

Explain that plants need water just like us: using a bottle of water, show the children how to water the tree and explain that this is the way plants drink. Share the bottles with some children, and encourage them to water the trees as well.

7. Inform them that their trees are important because it is special to their community. It helps give us shade, helps provide energy, and makes us healthy.
8. If you have managed to involve some community members who take care of trees and plants in the neighbourhood, ask them to now explain what they do for the plants to make sure they grow and stay healthy.



Activity 25

NATURE AROUND US

REFLECT:

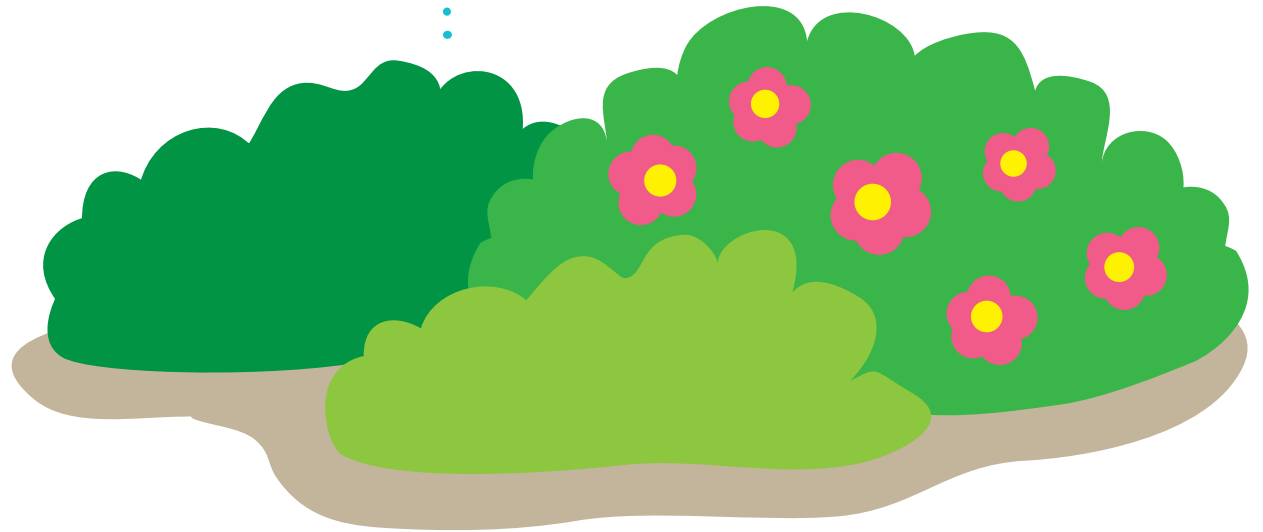
(10 minutes)

1. When you return to the classroom, have the children sit in a circle, and read the story, 'Our New Planet', to them.
2. Ask the children:
 - *Why was the new planet not for the children?*
3. Give each child a sheet of paper, and have them draw their own new planet and to include the things that they would put there. (If resources for drawing are limited, bring some items to class that they can choose from for the new planet and have the children select the items they want in their new planet.)
4. Have/help them write their name on the back of their paper, and place their 'New Planet' drawing in their Aflatoun Journey Box.



FAMILY ACTIVITY:

Ask parents to help organise a tree planting activity. Have the parents discuss amongst each other what trees can be planted, where they should be planted, and how they can get the trees. Do the tree planting together with the children.





Activity 25

NATURE AROUND US ▶ “The New Planet”

The Bugabus were very happy when their big spaceship landed on the Planet Overder. Finally, they had found their new home.

“Let’s first find out if it’s safe here on Planet Overder,” said an elderly Bugabu.

The older Bugabus breathed in the air. They waded in the river. They tasted the fruits of different trees and plants. When they were sure that it was safe, they began to build a new city.

The experts held a meeting. There was an expert for bridges. There was an expert for buildings. There was an expert for cars. There was an expert for houses. They made plans for the new city.

After consulting all the experts, the older Bugabus began construction.

When they finished building the city, everyone was amazed. Everyone admired it. Everyone was happy.

Everyone, except the children. Do you know why?

There were only a few schools for children. They were all very high and very crowded, and they were so far away from where the children lived. There were also not enough playgrounds. And the playgrounds were too near the roads. Because there were so many tall buildings, the Bugabu

- children hardly had a chance to play under the warm sun or bathe in the rain.
- They could only play their games on the computers instead of on the streets, so they felt no sense of joy while playing them.
- They couldn’t climb trees and pick fruits because there were machines to do this job.
- Children who were differently-abled could not do what they wanted to do because they were always inside the house or school.
- And above all, there were so many rules!
- “Where did we go wrong?” asked the experts of the bridges, the buildings, the roads and the houses.
- “Let’s ask the children,” they thought.
- The experts learned a lot when they talked to the children.
- The children had many ideas for building a new city.
- Most of all, the experts learned to listen to the children, and think of their needs when they planned the city.
- With the help of the children, the experts fixed the city.
- The children Bugabus and the older Bugabus all celebrated when the city was finished. From then on, life was happy and peaceful on Planet Overder.
- Whenever there were new projects concerning children, the experts always asked for the children’s opinions.