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PROJECT TEAM- Law	<i>Violence</i>
AGE OF CHILDREN	5-6 years old
LESSON LENGTH <i>maximum duration in minutes</i>	15 min
SUBJECT	<i>Violence and bullying in the family</i>
SUPPLEMENT <i>Keywords and aspects of the topic</i>	<i>Violence, aggression, bullying, , feelings</i>

ACTIVITIES <i>Methods and techniques used</i>	<ol style="list-style-type: none"> 1. Pictures of different families showing parent to child actions. 2. Discussion on the pictures - children tell what is shown on the picture, whether it is right or wrong. What feelings do the pictures evoke in them? 3. Game- "Right - wrong"- Teacher imitate different actions and children have to explain why they are right or wrong. 4. Talk. Why should we NOT show aggression and violence? Why are violence and aggression punishable acts? 4. Game -"Good behavior"- ball game. The children sit in a circle, the child
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	<p>holding the ball says something nice to the child standing on one side and passes him the ball.</p>
<p>CHILDREN'S ACHIEVEMENTS/RESULTS</p> <p><i>Specific knowledge skills and competencies that we seek to improve in children in the context of their social-emotional and cognitive development. Which values, moral and ethical norms will be understood and upheld?</i></p>	
<p>Constructing an image of aggression and harassment of another human being as unacceptable and reprehensible behavior.</p> <p>Form an understanding of one's own feelings and the feelings of others.</p> <p>Form an understanding of tolerance.</p>	
<p>TECHNOLOGY AND DESIGN</p> <p><i>Key points and roles in the lesson scenario</i></p>	<ol style="list-style-type: none"> 1. Aggressive behavior and bullying of a child 2. Right and wrong actions in the attitude of parents towards the child. 3. Positive attitude and display of tolerance.
<p>IDEAS AND WORDS ACHIEVED</p> <p><i>New concepts and words introduced during the lesson and their specific definitions</i></p>	<p>Aggression - harming another in order to make them feel bad.</p> <p>Bullying - Intentionally inflicting mental or physical pain on someone through the actions of someone who is physically stronger.</p> <p>Violence - aggressive behavior intended to cause harm.</p>
<p>MATERIALS</p>	<p>Photos of actions by a parent towards a child. Ball</p>



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<p><i>Full list of materials needed for the lesson - stage set, costumes, other materials and supplies</i></p>	
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FLOW OF THE LESSON

1. Pictures of different families showing parent to child actions.



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2. Discussion on the pictures - children tell what is shown on the picture, whether it is right or wrong. What feelings do the pictures evoke in them?

3. Game - "Right - wrong" - Teacher imitate different actions and children have to explain why they are right or wrong.

4. Talk. Why should we NOT acting out by aggression and violence? Why are violence and aggression are punishable acts? The teacher opens a discussion on how to accept anger as a basic emotion without expressing it through violence and aggression towards ourselves and others. Examples are given of expressing-taking out anger in a non-violent way.

4. Game - "Good behavior"- ball game. The children sit in a circle, the child holding the ball says something nice to the child standing on one side and passes him the ball. The teacher should encourage children to look for, see and express positive things/ sides/ traits/ characteristics.

The conclusion is drawn that violence and aggression hurt ourselves and others. In difficult situations we should ask for and seek help to deal with anger, to accept the situation and to seek the best and healthiest way to express negative feelings and emotions.



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PROJECT TEAM - LAW <i>The law you are addressing</i>	Law on public transport
AGE OF KIDS	5-6 Y
DURATION OF THE LESSON <i>maximum duration in minutes</i>	25 min.
SUBJECT <i>The topic of the lesson</i>	“How to behave on the bus”
SUB-SUBJECT <i>Key words and aspects of the topic</i>	Rudeness, aggression, empathy, tolerance

ACTIVITIES <i>Work methods and techniques used</i>	Methods: puppet etude, conversation, games; Techniques: oral-guiding questions, instructions, partial and summative assessment. Methodological tools - demonstrating to the teacher, demonstrating to the children.
ATTAINMENT OF KIDS <i>Specific knowledge, skills and competencies you aim to improve in children in the context of their socio-emotional and cognitive development. Which values, moral and ethical norms will be understood and respected?</i>	
Knowledge, skills and competences. -Formation of knowledge of proper behavior, skills of respectful attitude towards people in accordance with moral norms/ -Prevention of aggressive behaviors in the child/ -Reinforcing positive models of behavior in a spirit of empathy and tolerance/ -Nurturing a positive attitude and respect for all passengers on the bus/	
TECHNOLOGY AND DESIGN <i>Main points and roles in the lesson scenario</i>	Introduction to the topic, study of children’s attitudes, explanation by the teaching part, evaluation.
ATTAINED IDEAS AND WORDS <i>New concepts and words introduced during the lesson and their specific definitions</i>	Rudeness - impoliteness, Aggression - actions that cause harm. Tolerance - support, understanding, respect. Empathy - the ability to understand the pain of others.



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MATERIALS

A complete list of materials needed in the course of the lesson - stage set/decoration, costumes, other materials and supplies, etc.

Paravan for puppet theater, puppets-3 numbers- boy,girl,women;for the game Be a respectful passenger-uniform of a driver,conductor,tickets

FLOW OF THE LESSON

Engage part: 10 min.

Teacher: Children, I know how much you love riddles. Listen and guess - What a strange house out travels, wears rubber shoes and eats gasoline, what is it? - /bus/. Bravo, you guessed it. And now I will present a puppet show about an incident on the bus, watch it and then we will discuss it.

“One day Nicole and Jean decided to take a ride on the bus. When the bus arrived at the bus stop, Jean rushed in, pushing an elderly woman, took Nicole by the hand, they got on and sat down. After a while the old woman with the cane slowly managed to get up and asked Jean to give her a seat. Please, my leg hurts a lot, can I sit down. Jean got up reluctantly and shouted rudely - if you had stayed at home when you couldn’t walk. The woman got sad and cried, looking at Nicole, but she didn’t protect her either.

Exploring part: 3 min.

Teacher: Children, did you like the story? I see some of you got sad?

Talk:

- What mistakes in children’s behavior have you found?
- Why are they behaving like this, what are they?
- How did the old woman feel?
- Do you think Jean and Nicole’s actions are good?
- And how would you do it?

Explanation part: 2 min.

Teacher: Today we will learn how to be kind to each other, to support each other, to understand each other’s pain, not to be rude, not to hurt, to help each other.

Elaboration part: 9 min.

Teacher: We will play the game “Be a respectful passenger”. We’ll build a bus, and everyone takes a seat, so two of us will make seats. We will choose a driver and a conductor who will sell and check the tickets. Here are the rules of the game - when you get on the bus you have to be careful, don’t push and shout. If someone gets sick, offer them a seat in front. The conductor passes and each child buys a ticket to be a regular passenger. At my signal the bus leaves, nobody gets up from the seat, rides culturally, behaves politely, does not shout and insult./Followed by a specific assessment by the teacher regarding the rules of the game/.

Evaluation part: 1 min.



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Children, bravo! You followed the rules of the game, you showed that you respect your teammates, you support each other, you help each other, you are not rude, you are considerate and caring. Remember, when you see elderly or sick people on the bus - help them, say kind words to cheer them up.



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PROJECT TEAM - LAW <i>The law you are addressing</i>	THEFT
AGE OF KIDS	5-6 Y
DURATION OF THE LESSON <i>maximum duration in minutes</i>	30 min
SUBJECT <i>The topic of the lesson</i>	“Mime and someone else's”
SUB-SUBJECT <i>Key words and aspects of the topic</i>	Personal property, foreign property, theft, punishment

ACTIVITIES <i>Work methods and techniques used</i>	Methods-evaluation; talk;games; Techniques - practical,gaming; Priyomi - lips/ guidance questions, instructions, partial assessment, summary evaluation; Methodological tools - demonstrating the teacher, demystifyng children.
ATTAINMENT OF KIDS <i>Specific knowledge, skills and competencies you aim to improve in children in the context of their socio-emotional and cognitive development. Which values, moral and ethical norms will be understood and respected?</i>	
Knowledge, skills, competences: children become aware of the difference between “mine” and “someone else’ s; forming children’s ideals about the concepts of ”honesty” and “lying”; getting used to following rules; analyzing social behavior and that of others; understanding the concepts of property,theft,punishment. Values: -Personal: Showing empathy and evaluation of your actions; -Moral: Establishing own rules of conduct, self-control and mutual control over their observance; -Ethical: Establish friendly relationships between children through acceptance, respect and empathy.	
TECHNOLOGY AND DESIGN <i>Main points and roles in the lesson scenario</i>	Introduction to the topic, study of children’s attitudes, explanation by the teaching part, evaluation.
ATTAINED IDEAS AND WORDS	Yours - it belongs to you;



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<p><i>New concepts and words introduced during the lesson and their specific definitions</i></p>	<p>foreign - belongs to another; A good deed for the benefit of the people; Bad - improper dangerous wrong behavior; Property - a legal right of every person; Theft - taking someone else's property without their consent; Penalty - imposed for unacceptable and harmful behavior-non compliance with law.</p>
<p>MATERIALS <i>A complete list of materials needed in the course of the lesson - stage set/decoration, costumes, other materials and supplies, etc.</i></p>	<p>Costumes of fairy tale character - Little Red Riding Hood, crow, rabbit/policemen/,police car for children. For the game "What has changed"- hair bands, hair clips, tiaras, small prams, children's phones, children's wrist watches, eye patches, glasses. For the game "Cold-warm" - a table with different things-phone, purse, keys and others.</p>

FLOW OF THE LESSON

Engage part: 5 min.

Teacher: Kids, today our guests are characters from fairy tales, they will present a skit. Watch and listen carefully, then tell me which character you think is good and which is bad and why.

Scene: Little Red Riding Hood carries a basket of food to her sick grandmother. He meets the crow in the forest, who brags that she stole a shiny ring from a little girl. Little Red Riding Hood says that this is a bad deed, so she makes the child sad, and advises her to return the ring because it is not her property and it is theft. She refuses and continues to brag about the stolen item, then Little Red Riding Hood shouts loudly: "Help, there is a thief in the forest!". At that moment a forest police arrives/a child dressed as a policeman rabbit and driving a police car. She tells the crow that she has committed a theft, arrests her and takes her to the forest police, and Little Red Riding Hood is happy because the sad girl will get her ring.

Exploring part:5 min.

Teacher: Kids, did you guess the characters, who are they, list them!

Talk:/with questions/

- 1.What is Little Red Riding Hood, why did she call for help?
2. What is the crow, is the ring her property and should she take it for herself?
3. Think about how the girl felt when the crow took her ring, should we appropriate someone else's property?



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4. Who helps Little Red Riding Hood to get back the stolen ring? What is the rabbit and his profession?

Explanation part: 5 min.

Teacher: Children, as you have already guessed, today we will learn about right and wrong, that everyone's property should be respected and theft should be punished. You saw the actions of the characters in the skit and found out which ones did good deeds and which ones did bad deeds. The crow stole, theft is a crime, everyone must answer for their actions and be punished. Think about it, is it right to take other people's toys and things without their owner's permission, why?

Teacher's summary: Children, taking other people's belongings is a crime that is punished severely. How do you feel when someone takes your favorite toy?/reply to/.

Elaboration part: 14 min.

Teacher: I know all children love games, I suggest today we play a new game called "What changed".

The rules are as follows: You will all stand in a circle blindfolded, I will choose one child with a counting stick to follow my instructions. You all need to take a good look around before I blindfold you. On my signal at the end of the game, you will remove the blindfolds and each person in turn will answer what has changed about them and how they feel. The child passes by and takes something from each of them: from the girls- schoolgirls, tiaras, bracelets, glasses, and from the boys- a watch children's phone, a pram/ collect them in a box/. At the teacher's signal, the children take off their bandages, each look at themselves and others and say what has changed.

The teacher asks: Nikol, what has changed? /she answers what she misses and how she feels/. The teacher makes an assessment after each answer, guiding the children to their feelings and emotions. The child returns the taken things, the children are happy, the teacher makes an assessment: "Never take other people's things, you make people sad!"

Teacher: "And now we will learn how to act when we find someone else's belongings by playing the game "Cold and Warm".

The teacher explains the rules: There are lost items on the table: phone, wallet, keys, ID. The first player goes to the table, picks up an object and says what he would do with it. If the answer is incorrect, we say "cold" and if the answer is correct, we say "warm".

For example: A child sees a lost phone and says "I'll get it and look for the owner", and we answer "cold", the correct answer is "Don't touch it, call the police"- "warm".

Evaluation part: 1 min.

Teacher: Children in today's lesson you learned new and interesting things - you met characters from fairy tales who showed you good and bad behavior. You have learned what is yours and what is someone else's, that everyone has the right to his own property, and when someone takes something away from him without his consent- that is theft.



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Stealing is a crime that is severely punished. Remember that if you love your relatives and friends, you must be honest with them, lying to them or stealing will make them sad. Let us all turn to each other and with hand on heart show that we love each other. In the next lesson we will learn new intelligent games.



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PROJECT TEAM- Law	<i>Violence</i>
AGE OF CHILDREN	5-6 years old
LESSON LENGTH <i>maximum duration in minutes</i>	15 min
SUBJECT Lesson topic	<i>Aggression between children</i>
SUPPLEMENT Keywords and aspects of the topic	<i>Aggression, bullying, tolerance, feelings</i>

<p>ACTIVITIES <i>Methods and techniques used</i></p>	<p>1. Talking to children about emotions and feelings. What emotions they know, how they feel in different situations. How we should treat each other. What is aggression between children. What makes us aggressive.</p> <p>2. Presentation- different situations between children in the park and in the kindergarten. The children have to tell the situation by picture and explain the actions of the children- whether they are right or wrong, why they act that way and what made them act that way,</p> <p>3. Game- "Show me how you feel"- Setting up a problem situation on which children have to reflect- with the help of painted faces that depict different emotions, children have to describe their feelings and tell what made them feel that way.</p>
<p>CHILDREN'S ACHIEVEMENTS/RESULTS <i>Specific knowledge skills and competencies that we seek to improve in children in the context of their social-emotional and cognitive development. Which values, moral and ethical norms will be</i></p>	



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understood and upheld?

Build an understanding of the different feelings and types of emotions we might experience in a given situation.

Build an understanding of aggression and bullying of another human being as unacceptable and reprehensible behavior.

Form an understanding of one's own feelings and the feelings of others.

Form an understanding of tolerance and empathy.

TECHNOLOGY AND DESIGN

Key points and roles in the lesson scenario

1. Knowing one's own feelings and emotions.
2. Distinguish between right and wrong actions due to emotional state.
3. Aggressive behavior and bullying of a child
4. Tolerant behavior towards difference

IDEAS AND WORDS ACHIEVED

New concepts and words introduced during the lesson and their specific definitions

Feelings-an individual's relationship to the environment. Feelings can be positive, negative and indifferent.

Emotions-a different mental state of an individual influenced by a subject or circumstances.

Aggression- behavior directed at harming another or oneself.

Tolerance-tolerance and respect for the differences of others

MATERIALS

Full list of materials needed for the lesson - stage set, costumes, other materials and supplies

Photos with different actions between children,
Painted faces depicting different emotions



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FLOW OF THE LESSON

1. Talking to children about emotions and feelings. What emotions they know, how they feel in different situations. How we should treat each other. What is aggression between children? What makes us aggressive?

2. Presentation - different situations between children in the park and in the kindergarten. The children have to tell the situation by picture and explain the actions of the children- whether they are right or wrong, why they act that way and what made them act that way,





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3.Game - "Show me how you feel"- Setting up a problem situation on which children have to reflect- with the help of painted faces that depict different emotions, children have to describe their feelings and tell what made them feel that way.





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AGE OF KIDS	5-6 Y
DURATION OF THE LESSON <i>maximum duration in minutes</i>	25 minutes
SUBJECT <i>The topic of the lesson</i>	Aggression
SUB-SUBJECT <i>Key words and aspects of the topic</i>	Emotions, self-control, respect, team, help, friendship, accepting

ACTIVITIES <i>Work methods and techniques used</i>	Video, discussion, role playing, pantomime, paintings
ATTAINMENT OF KIDS <i>Specific knowledge, skills and competencies you aim to improve in children in the context of their socio-emotional and cognitive development. Which values, moral and ethical norms will be understood and respected?</i>	
Emotional development and acknowledge, being in others shoes, team work, friendship, helping each other, emotional control	
TECHNOLOGY AND DESIGN <i>Main points and roles in the lesson scenario</i>	Discussion, video watching, team working, using materials for the presentation https://youtu.be/qvmBbdNzJJU?feature=shared
ATTAINED IDEAS AND WORDS <i>New concepts and words introduced during the lesson and their specific definitions</i>	Acceptance: the action of understanding, loving and including the others just like they are, without trying to change them or exclude them or treat them in a bad way Tolerance: the ability or willingness to tolerate the existence of opinions or behavior that one dislikes or disagrees with. Self-control: the ability to control oneself, in particular one's emotions and desires, especially in difficult situations Respect: behavior that allow the others to feel free to express their emotions and opinions, and an attitude of not insulting them but treating them equally Discrimination: bad treatment of different categories of people usually because of their



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	<p>ethnicity, religion, age, (dis)ability etc. Aggression: feelings of anger resulting in hostile or violent behavior Kindness: the quality of being friendly, generous, and considerate</p>
<p>MATERIALS <i>A complete list of materials needed in the course of the lesson - stage set/decoration, costumes, other materials and supplies, etc.</i></p>	<p>One laptop/PC 6 colors and 2 papers for teach team that will paint Cards of emotions and actions that show: -happiness -sadness -anger -jealousy -fear -loneliness 6 human puppets</p>

FLOW OF THE LESSON

Engage part: The children are sitting in a circle and talking about the main human emotions, bringing some examples and expressing them on their faces. Then they sit on their chairs and watch a video (παμε about aggressive behaviors. The teacher is involved in the process of the video too.

Exploring part: After the video, they return to the circle and one by one they say what they understood, ask questions and the teacher either answers herself or lets the other children answer and talk about what they think of this topic. Also they can say if they have ever experienced some of these behaviors, how this made them feel and how they tried to manage it.

Some of the questions of the teacher could be:

“Which emotions did you notice during the video?”

“Which of them were negative and which were positive?”

“Have you ever felt any of these? And what did you do with the negative ones?”

“Which of the actions do you think were aggressive?”

“Have you ever experienced any of these aggressive behaviors? What did you do to help yourselves or the others?”



Explanation part: The teacher explains to the kids with words, images, cards, and examples what aggression means and how we can avoid this and control our emotions. Also, she gives them advice on how they can help each other either to control their bad and intense feelings or manage an aggressive behavior from someone else.

Types of aggression: physical, emotional, verbal, mental, bullying

How to face aggressive behaviors:

-asking for help from people we trust, for example teachers, parents, siblings or other relatives, friends

-if something or someone bothers us we can try to be calm, express the annoyance to them with simple words, talk about how this makes us feel and suggest a solution

-if the anger that we feel is really high let's find a harmless way to express it:

- a) go in a quiet place and scream
- b) punch our hand tight and count until 10
- c) hit a ball or a balloon or anything soft that is harmless for everyone
- d) take a pencil and a paper and draw something so fast and hard
- e) leave the place and go alone somewhere quiet

Avoid aggression:

-including and "hugging"

-accepting and respecting

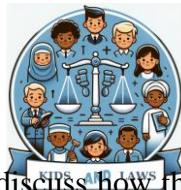
-kind actions, teamwork and helping

-being in others' shoes

Elaboration part: In the end the children are separated in groups of 2 and the teacher decides in which way they will represent an aggressive behavior and a solution of this problem. The $\frac{1}{3}$ of the children will paint, the $\frac{1}{3}$ will do role playing and the last $\frac{1}{3}$ will play pantomime.



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Evaluation part: Finally, all of them discuss how these activities made them feel, what they learned and how they can apply the positive and social behaviors in their classroom. The teacher can understand the evaluation of this project if she sees positive energy, kindness, smiles, joy, students playing all together or in groups etc.



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PROJECT TEAM - LAW <i>The law you are addressing</i>	
AGE OF KIDS	5-6 Y
DURATION OF THE LESSON <i>maximum duration in minutes</i>	20min
SUBJECT <i>The topic of the lesson</i>	Aggression
SUB-SUBJECT <i>Key words and aspects of the topic</i>	Feelings, empathy, friendship, acceptance, sympathy, support

ACTIVITIES <i>Work methods and techniques used</i>	
ATTAINMENT OF KIDS <i>Specific knowledge, skills and competencies you aim to improve in children in the context of their socio-emotional and cognitive development. Which values, moral and ethical norms will be understood and respected?</i>	
<input type="checkbox"/> Children will learn : what aggression is, recognise aggressive behaviour, understand the consequences, games to deal with aggression	
TECHNOLOGY AND DESIGN <i>Main points and roles in the lesson scenario</i>	Introduction to the topic, exploration of the children, teacher explanation and assessment
ATTAINED IDEAS AND WORDS <i>New concepts and words introduced during the lesson and their specific definitions</i>	Acceptance, manipulation, ignoring + aggression [1]
MATERIALS <i>A complete list of materials needed in the course of the lesson - stage set/decoration, costumes, other materials and supplies, etc.</i>	role plays, the story of the aggressive child in the group related to aggression, paper and marker, "I am" cards

FLOW OF THE LESSON Scenario /Enter the concrete course of the lesson. Give sample questions, actions, lines for each of the planned roles/



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Activate the part: a child from the group behaves aggressively towards the children from the group. [2] The teacher asks the child why he is behaving so badly with his playmates. Can the child name the feelings he/she is having ?

We have six basic feelings: happiness, sadness, anger, disgust, fear, shame. The teacher turns to the children in the group and asks them what feelings does the aggressive child evoke in them? They talk about how actions create feelings - good or bad. [3] For example, someone hugging us, someone pushing us, etc. The teacher records the actions and feelings.

Exploring part: The teacher gives the children the task of taking a piece of paper and a marker, then drawing their own face and how they feel.

Explanatory part: The teacher takes cards called I am. She/He draws a card and tells a story about the given emotion. E.g. She/He draws "tired" and tells, "Today, (my child's name) and I played on the playground. We chased each other a lot, we swung on the swing (you tell what you actually did with the child) and after playing so much I feel tired." If you use real situations that the child has been a part of this game will also help him/her realize how stories are told. The children then draw a card, and begin to tell about the particular emotion that occurred to them. The teacher helps the children separate the good and bad [4] feelings. They then talk about which actions trigger the bad feelings.

Elaboration part:

Discuss why drawings of anger and annoyance are different in different children. Let children know that everyone feels anger and irritation differently in different situations. Let them know that it is important to pay attention to situations, reasons for feeling a certain way, and people's reactions.

Evaluation part:

Let's ask the Wise Men to tell us what aggression agresia is, and how to deal with it. | |

[5] That it is important to know how an aggressive child feels so that we can help them.



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AGE OF KIDS	5-6 Y
DURATION OF THE LESSON <i>maximum duration in minutes</i>	30 minutes
SUBJECT <i>The topic of the lesson</i>	<i>Agression</i>
SUB-SUBJECT <i>Key words and aspects of the topic</i>	Physical Agression Verbal Agression Relational Agression

ACTIVITIES <i>Work methods and techniques used</i>	Methods – visual and verbal: Discussion , Role playing
ATTAINMENT OF KIDS <i>Specific knowledge, skills and competencies you aim to improve in children in the context of their socio-emotional and cognitive development. Which values, moral and ethical norms will be understood and respected?</i>	
Students will learn : what aggression is, recognize different types of aggressive behavior, understand the consequences, and develop strategies to manage and respond to aggression in a positive way	
TECHNOLOGY AND DESIGN <i>Main points and roles in the lesson scenario</i>	Introduction to the topic, study of the children's attitudes, explanation by the teacher and evaluation
ATTAINED IDEAS AND WORDS <i>New concepts and words introduced during the lesson and their specific definitions</i>	empathy, conflict resolution, and positive communication skills.
MATERIALS <i>A complete list of materials needed in the course of the lesson - stage set/decoration, costumes, other materials and supplies, etc.</i>	Scenarios for role-playing Video about aggression Chart paper and markers (for listing strategies)

Scenario /Enter the concrete course of the lesson. Give sample questions, actions, lines for each of the planned roles/



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Engage part:



The teacher greets the students and introduce the topic of the lesson: "Today, we're going to talk about aggression. We'll learn what it is, how to recognize it, and what to do when we see it."

Ask the students if they know what "aggression" means.

Provide a simple definition: "Aggression is when someone acts in a way that can hurt or scare others. It can be with words, actions, or even gestures."

Exploring part:

- Discuss the different types of aggression:
 - **Physical Aggression:** Hitting, pushing, kicking.
 - **Verbal Aggression:** Name-calling, yelling, threats.
 - **Relational Aggression:** Excluding someone, spreading rumors.
- Ask the students to give examples of each type.

Role-Playing:

- Divide the class into small groups.
- Give each group a scenario to act out that involves aggression. For example:
 - A student pushing another student in line.
 - Someone calling another student a mean name.
 - A group of kids excluding someone from a game.
- After each role-play, discuss as a class what type of aggression was shown and how it made the people involved feel.

Group Discussion:

Discuss what can happen when someone is aggressive. Talk about feelings (e.g., hurt, anger, fear) and social consequences (e.g., losing friends, getting in trouble). **2. Story Time:**

- Show a video where a character learns about the consequences of being aggressive.

The angry elf/ anger management

<https://www.youtube.com/watch?v=bJTz2J1BUHM>

- Discuss the story with the kids, focusing on what the character learned and how they changed their behavior.



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- **Explanation part:**

Teach kids simple strategies to manage their own aggression and respond to others:

- Taking deep breaths.
- Walking away to cool down.
- Using "I" statements to express feelings (e.g., "I feel upset when you push me.").
- Seeking help from a teacher or adult.

Elaboration part:

- Have kids practice these strategies in pairs. One kid pretends to be aggressive, and the other practices using a strategy to handle it.
- Rotate roles so everyone gets a chance to practice both parts

Evaluation part:

- Teacher ask kids to share one thing they learned about aggression and how to handle it.
- Remind kids that it's okay to feel angry or upset, but it's important to deal with those feelings in a way that doesn't hurt others.
- Encourage kids to make a commitment to use the strategies they've learned when they feel aggressive or when they see someone else being aggressive.



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PROJECT TEAM - LAW <i>The law you are addressing</i>	
AGE OF KIDS	5-6 Y
DURATION OF THE LESSON <i>maximum duration in minutes</i>	30 min
SUBJECT <i>The topic of the lesson</i>	Aggression
SUB-SUBJECT <i>Key words and aspects of the topic</i>	Feelings, empathy, friendship, acceptance, anger management

ACTIVITIES <i>Work methods and techniques used</i>	Circle of friendship, Discussion. Pantomime games, music games, painting
ATTAINMENT OF KIDS <i>Specific knowledge, skills and competencies you aim to improve in children in the context of their socio-emotional and cognitive development. Which values, moral and ethical norms will be understood and respected?</i>	
Promote empathy and social skills	
Prevention Prevention and intervention against aggression, intolerance and discrimination	
Values: empathy and evaluation of ones' actions, self-control, respect	
TECHNOLOGY AND DESIGN <i>Main points and roles in the lesson scenario</i>	Introduction to the topic, study of the children's attitudes, explanation by the teacher and evaluation
ATTAINED IDEAS AND WORDS <i>New concepts and words introduced during the lesson and their specific definitions</i>	Accepting, feeling angry, sharing emotions, acknowledge each emotion, managing anger, self-control
MATERIALS <i>A complete list of materials needed in the course of the lesson - stage set/decoration, costumes, other materials and supplies, etc.</i>	Emotional cards, mirror, music, paper for each child, markers

FLOW OF THE LESSON

Engage part: The teacher asks the children if they have ever experienced any bad feelings. Can they name them? Can they understand what a feeling is?

We have six basic feelings: happiness, sadness, anger, disgust, fear, shame. They talk about how actions create feelings, positive or negative. For example, someone brings flowers, someone pushes us etc. The teacher writes down the actions and the feelings, in order for her/him/him to remember what the kids proposed, later.

Exploring part: Kids make drawings of the actions they talked about and choose from the emotion cards the card that reflects the emotion that occurs from that action. The teacher puts them on a board, or a table, or even on the floor (depending what is more convenient in each classroom)

Explanation part: Now the teacher explains the feelings, using emotional cards and a mirror. Each child picks up a card, and tries to express the feeling by using the mirror. The teacher helps the children separate the positive and negative feelings. Then, they talk about which actions provoke the negative feelings.

Elaboration part: The teacher and the kids sit in a circle, the Circle of Friendship. In the beginning they make a pantomime game. Each child mimics a feeling and the child next to him/her has to make the exactly same face.

The teacher asks the children to take a look at who sits next to them. Then she plays a music [The Benny Goodman Orchestra - Sing Sing Sing \(With a Swing\)](#) and children must move around and dance. When the music stops, they have to sit in the circle but next to a different child than before. Then they play the same mimic game again.

After a couple of times of that game, the teacher asks the children to tell a story in which they have experienced a negative feeling. Then she/he asks the other children in the circle to stand up and play the story. At the end the teacher asks the child who played the lead part to share how they felt and propose solutions and ways to control the negative emotions.

At the end, each child can say if they ever experienced a negative feeling in the classroom and how the class can now prevent such experiences.

Evaluation part: The teacher now talks about feelings, identify them with the children, talk about actions and feelings they provoke and talk about solutions and self control.

AGE OF KIDS	5-6 Y
DURATION OF THE LESSON <i>maximum duration in minutes</i>	30 minutes
SUBJECT <i>The topic of the lesson</i>	<i>All Equal – All Diferrent</i>
SUB-SUBJECT <i>Key words and aspects of the topic</i>	<i>Difference, Friendship , Inequality, Discrimination, Tolerance</i>
ACTIVITIES <i>Work methods and techniques used</i>	Create a team work, Discussion, playtime, storytelling, painting
ATTAINMENT OF KIDS <i>Specific knowledge, skills and competencies you aim to improve in children in the context of their socio-emotional and cognitive development. Which values, moral and ethical norms will be understood and respected?</i>	
Exposure and introduction of children to concepts such as: tolerance, partnership, respect, accepting, children's rights, etc.	
TECHNOLOGY AND DESIGN <i>Main points and roles in the lesson scenario</i>	Introduction to the topic, study of the children’s attitudes, explanation by the teacher and evaluation
ATTAINED IDEAS AND WORDS <i>New concepts and words introduced during the lesson and their specific definitions</i>	Contact and acquaintance of children with concepts such as, tolerance, partnership, respect , accepting ,children’s right.
MATERIALS <i>A complete list of materials needed in the course of the lesson - stage set/decoration, costumes, other materials and supplies, etc.</i>	Fairy tales, songs, cards with The Rights of the Child (https://www.living-democracy.com/textbooks/volume-5/part-3/documents-and-teaching-material-4/)

FLOW OF THE LESSON

Engage part:

The teacher sits with the children in a circle and tells them the next story, as if it was in her own classroom when she was a child in school:

Nako is a new kid in the class from Nigeria who doesn't speak good Greek yet. During class, when the teacher is writing on the blackboard, George and Spyros scribble on his notebooks and take his pencils. Nakos knows that his parents can hardly provide him with the notebooks and pencils he

needs, because their jobs are still not stable. Nako tries to approach a classmate to share his fear but no one will talk to him.

The teacher asks the children what they think of this story. She asks why they believe that the other kids behaved like that towards Nako.

She then introduces the term of immigration (= leaving our country and home because we cannot live there any more, but not because we want it) and xenophobia (= fear of foreigners that come to our country and are different than us)

Exploring part:

The children gather in a circle and listen to the song: Spyros Lambrou Children's Choir - If All the Children of the Earth | Official Audio Video (HQ) – <https://www.youtube.com/watch?v=XIYWyxQvdhQ>

wondering what would happen if all the children of the earth joined hands and what the children's world would be like.

What do we mean by saying “All different, all equal”?

Explanation part:

The teachers reads them the story: "Elmer, the Parthian Elephant" <https://www.slideshare.net/slideshow/elmer-the-elephant-ppt/75247842#3>

Then they are asked to answer questions such as: do we all in the class have the same colour, the same external features? Do we like the same things? What would our world be like if we were all the same? Would we like that?

Then the teacher talks about diversity (= variety of people with different skin, cultural backgrounds, religions, lifestyles). Do the children know anyone who is different? Do they know different countries, religions, lifestyles?

Elaboration part:

The teacher now refers back to Nako the child from Nigeria. Tells them that they became friends and learnt from him stories of Africa, new types of food and clothing as well as games. She says how happy she felt that he was her friend.

She then talks about Nako's right to be part of a class. Everyone has rights. Do they know what their rights are? She distributes cards with the Rights of the Child to the children, they observe them, describe them, try to trace the Right and finally try to represent it with a mime.

Evaluation part:

Now the children are familiar with the terms of immigration, xenophobia, diversity and rights.

They all say again ALL DIFFERENT, ALL EQUAL and dance with the song Spyros Lambrou
Children's Choir - If All the Children of the Earth | Official Audio Video (HQ) - YouTube.



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<p>PROJECT TEAM- Law</p> <p>The law you turn to Law</p>	<p>Corruption</p>
<p>AGE OF CHILDREN</p>	<p>5-6 years old</p>
<p>LESSON LENGTH maximum duration in minutes</p>	<p>15 – 20 min</p>
<p>SUBJECT</p> <p>Lesson topic</p>	<p>Corruption, illegal activity, law, punishment, justice, moral values</p>
<p>SUPPLEMENT</p> <p>Keywords and aspects of the topic</p>	<p>Talk to children about illegal activities and their consequences. Explanation on the topic of people's rights and respect for the law.</p> <p>What should we do if we witness an illegal act? What is morality as a quality in a person?</p> <p>Show pictures as a presentation of legal and illegal activities.</p> <p>Situation - a teacher takes a toy from a child and offers another child, a witness to the illegal act, to give him something, and in return the child remains silent.</p> <p>Discussion with the children about the situation and condemnation of the illegal and improper action of the child. How did the child act? How the child-witness of the incident should act. How does the child from whom the toy was taken feel?</p>

CHILDREN'S ACHIEVEMENTS/RESULTS

Specific knowledge skills and competencies that we seek to improve in children in the context of their social-emotional and cognitive development. Which values, moral and ethical norms will be understood and upheld?



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Building an understanding of the concepts of "corruption", "illegal activity", "justice", "law", "moral values?"

Formation of a negative attitude towards illegal activities and abuse

Forming a positive attitude towards moral values and justice

TECHNOLOGY AND DESIGN
Key points and roles in the lesson scenario

1. Illegal activities for gain, using power or fraud
2. The rights and duties of a person and their observance.
3. Illegal activities and consequent punishment when they are committed.
4. Moral values and ethical conduct.

IDEAS AND WORDS ACHIEVED
New concepts and words introduced during the lesson and their specific definitions

Corruption-abuse of power for personal gain
Law- rules of conduct
Justice-means of protection and justice
Punishment-imposed when a crime is committed
Moral values- rightly distinguishing right or wrong actions, deeds, decisions and making right decision. Means rightness and goodness

MATERIALS
Full list of materials needed for the lesson - stage set, costumes, other materials and supplies

Photos of correct and incorrect activities

FLOW OF THE LESSON



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Talk to children about illegal activities and their consequences. Explanation on the topic of people's rights and respect for the law.

What should we do if we witness an illegal act? What is morality as a quality in a person?

Show pictures as a presentation of legal and illegal activities.



Situation - a teacher takes a toy from a child and offers another child, a witness to the illegal act, to give him something, and in return the child remains silent.



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Discussion with the children about the situation and condemnation of the illegal and improper action of the child. How did the child act? How the child-witness of the incident should act. How does the child from whom the toy was taken feel?



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AGE OF KIDS	5-6 Y
DURATION OF THE LESSON <i>maximum duration in minutes</i>	25-30 minutes
SUBJECT <i>The topic of the lesson</i>	"Different but friends"
SUB-SUBJECT <i>Key words and aspects of the topic</i>	Individuality, difference, friend, discrimination and tolerance

ACTIVITIES <i>Work methods and techniques used</i>	<p><u>Methods- /visual and verbal/-</u> discussion scene, lecture;</p> <p>Informative- explanation; Explanation Techniques- hands-on, games, teacher demonstration and child demonstration;</p>
<p>ATTAINMENT OF KIDS <i>Specific knowledge, skills and competencies you aim to improve in children in the context of their socio-emotional and cognitive development. Which values, moral and ethical norms will be understood and respected?</i></p>	
<p>Objectives:</p> <p>To Affirmation of children's individuality when comparing with others;</p> <p>Developing skills to identify similarity and difference between people;</p> <p>Inclusion of cultural differences;</p> <p>Demonstrating tolerance to different people;</p>	
TECHNOLOGY AND DESIGN <i>Main points and roles in the lesson scenario</i>	<p><u>Objectives:</u></p> <p>Demonstrate tolerance for those who are different from us;</p> <p>To develop knowledge of ethnicity;</p>



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	<p>Understanding and relating children's belonging to ethnic community;</p> <p>Values:</p> <p><i>Personal</i> - showing empathy for others;</p> <p><i>Moral</i> - to affirm children's individuality in comparison with other children;</p> <p><i>Ethical</i> - Establishing friendly relationships between different children - acceptance, respect and empathy</p>
<p>ATTAINED IDEAS AND WORDS <i>New concepts and words introduced during the lesson and their specific definitions</i></p>	<p>Tolerance - patience, respect for the other person's differences, support, understanding</p> <p>Discrimination - limiting or denying human rights on the basis of color, language</p> <p>Individuality - Each of us has distinctive qualities-character, different physical and mental traits.</p>
<p>MATERIALS <i>A complete list of materials needed in the course of the lesson - stage set/decoration, costumes, other materials and supplies, etc.</i></p>	<p>Costume imitating different skin color, wig-curlly, multimedia, flags with yes/no or smiling/frowning man.</p>

FLOW OF THE LESSON

Engage part:

Introductory / Introductory part: /5 min./

We introduce the children to the theme through a song about children around the world.

Link to the song:

/ https://www.youtube.com/watch?v=cD1O-gk_Lqs



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I ask clarifying questions after they have listened to the song and our discussion begins. I may ask them - Did you like, the song or the poem? Did you find out who the characters are in the song? Did you know the celebration of all the children in the world? Do you remember when we celebrate Children's Day? In which month? And on what date? Where did you celebrate then? How did you feel? Were you happy? Do you love this holiday?

Exploring part: /8 min./

After the talk is over I invite our guests (toys) -heroes- a boy named Ivo and a girl named Zara. I use two puppets for the skit. They start talking:

I: Hello, Zara? How are you?

H: Hello, Ivo. Good.

I: Zara, did you come to our kindergarten yesterday for the first day?

H: Yes, Ivo mom and dad brought me.

I: You know I noticed you right away, you're very pretty.

H: Thank you, Ivo.

I: But something made a strong impression on me and I'm going to ask you- Ah, why is your skin dark like chocolate? Are you different from the rest of us?

H: No, Ivo I'm just dark-skinned and my dad and mom come from the Negro-Australoid race. I'm not different, I'm just like you kid. I like to play, draw, dance, ride my bike. And you love doing any of those things right?

I: Yes, I also like to draw a lot.

H: I'm from Morocco and my hometown is described in the Tales of a Thousand and One Nights its name is Marrakech.

I: How nice and I am from Bulgaria and my hometown is Velingrad.

H: Yes, Ivo thank you. That's right. Even though I have different skin and hair color I want us to be friends and play together.

I: Yes Zara and I want to be your friend because like me you want to play, you have friends, you love your family and you love to draw like me.

H: Then let's play together.



Explanation part- /5 min./

Teacher: Children, how do you think Zara felt when she was asked if she was different from the other children? Did Zara feel sad and offended? Or does she feel calm again and answer her friend Ivo calmly? Children, do you understand now that people sometimes look different in appearance but we should always be tolerant and kind to their differences- they have different skin colour, different hair, facial features and speak different languages. Can any of you tell me what it means to be tolerant of each other? If the children can't answer I will give them a hint by asking them again. In your opinion, did Ivo and Zara fight in their conversation or were they tolerant of each other?

Here the teacher explains the concept of tolerance.

Zara's differences are only in appearance, as we are all human and friends and should not discriminate or shun those different from us. Now let me ask you, do you know what discrimination is? If the children are struggling I will ask them: if let's say Ivo and Georgi are dark skinned and Mitko is fair skinned and Ivo and Georgi don't want to play with Mitko because he has a different skin colour is that discrimination in your opinion? If they can't answer the teacher intervenes and explains the concept of discrimination. Friends like Ivo and Zara are very rich because together they are always nice and positive - they play together, draw together and can learn many interesting things about their cities, sights and holidays. And remember every person on our planet Earth is an individual in their own right. Now let's say what individual means and explain the term individual. And did you know that each of you is an individual? What does it mean to be an individual? Each of you is individually beautiful. Mimi has very beautiful eyes; Goshko has very beautiful eyes. Each one of you has individual abilities- Yvonne can sing very well; Vanka can paint; Each one of you is good at a certain thing; That means individuality;

Elaboration part: /5min./

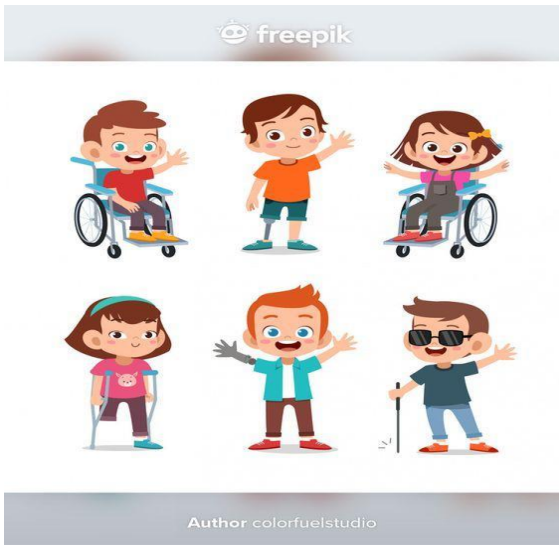
At the end the teacher has prepared a game for you (a presentation with pictures, where there are different children with different skin color, different eyes, different hair and speak different languages, a child who is in a wheelchair. Showing each of the pictures I ask the children should we be tolerant of these children? Should we accept them with their differences? Should we play with them or shun them? Why? What do you think? When answering, the children are allowed to choose which of the two flags to raise with a yes/no or a smiley/frowny face. I have prepared and distributed the flags to the children in advance.



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Evaluation part: /2 min/

Well done, kids! You did great, now you know that there are people-children who are different looks, speak different languages, live in different countries, but we are all friends and we want to play and communicate together. Remember to be kind, to communicate and help, to be tolerant of children who are different from us. And most importantly never shun or discriminate against them because they are your friends.



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AGE OF KIDS	5-6 Y
DURATION OF THE LESSON <i>maximum duration in minutes</i>	25-30 minutes
SUBJECT <i>The topic of the lesson</i>	"My family – my home"
SUB-SUBJECT <i>Key words and aspects of the topic</i>	The family as a concept, types of families, types of behaviors in the family, aggression in the family, punishment as prevention

ACTIVITIES <i>Work methods and techniques used</i>	<u>Methods- visual and verbal-</u> discussion scene, lecture; <u>Informative- explanation;</u> Explanation Techniques- hands-on, games, teacher demonstration and child demonstration;
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ATTAINMENT OF KIDS <i>Specific knowledge, skills and competencies you aim to improve in children in the context of their socio-emotional and cognitive development. Which values, moral and ethical norms will be understood and respected?</i>
Objectives: <ul style="list-style-type: none"> - To develop the emotional security, protection and acceptance in the family; - To develop and nurture them positive emotions, such a all: love, joy, happiness, satisfaction, relaxation and reliability; - To train for perception and manifesting some nuances in the emotional communication; - To encourage positive emotional relationship to family members, developing feelings of belonging and mutual trust;



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<p>TECHNOLOGY AND DESIGN <i>Main points and roles in the lesson scenario</i></p>	<p>Introduction to the topic, respect for children's views, explanation by the teacher and evaluation Acceptance, respect, sharing emotions</p>
<p>ATTAINED IDEAS AND WORDS <i>New concepts and words introduced during the lesson and their specific definitions</i></p>	<p>recognizing, accepting and sharing emotions, feeling angry, coping with anger, self-control</p>
<p>MATERIALS <i>A complete list of materials needed in the course of the lesson - stage set/decoration, costumes, other materials and supplies, etc.</i></p>	<p>children's song, emotion cards, Emotion Barometer, in the calming corner: pillows, hourglass, punching bag balloons and balls on which "faces"</p>

FLOW OF THE LESSON

Engage part:

We introduce the children to the theme through a song about family. Link to the song:

<https://www.youtube.com/watch?v=vtPaJHTtwIM>

Introductory / Introductory part:

After they have listened to the song we start a conversation with the children about their families and their homes. The teacher explains to them that when people live in one place together it is a family. The teacher explained to them that family is important and that they should respect family members. We continue the conversation by discussing that each of us has the right to live in a safe family environment and express our emotions. Then we play "Circle of Emotions". The goal is for children to relax, look inward and freely express their strongest emotions when they are at home and recognize them on the emotion cards.

Exploring part:

We are introduced to the emotion of anger by asking questions and giving answers.

-Those who have ever felt this emotion should raise their hands!

-In addition, we can remove the children who did not raise their hand to clarify the emotion itself - probably these children confused the emotion with another because they do not really recognize it in whole or in part.

The following are the questions:



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-What do we look like when we experience this emotion? Our body, our face? Show with gestures!

-Are we energized or relaxed when we experience this emotion? Does our body have fast or choppy movements, or rather not? Does our speech become louder, do we speak faster - or rather not?

Explanation part:

Game: "Emotion barometer"

The emotion barometer is represented by four emotion colors. First, they name the colors, and then they line up angry red "men" next to the red zone of the barometer, happy smiling ones - next to yellow, sad ones - next to blue, and calm ones - next to green zone. In that way, they also distinguish balloons and balls on which "faces" are drawn, expressing different emotions.

Elaboration part:

Then I ask them how to deal with our anger? First, imagine what we look like when we are angry. I describe to them a red face, he also mentions the crazy racing of the heart which "races like a horse and we have to calm it down". Here's the tip - take a deep breath, count to 10 so you don't hurt someone verbally or physically, and go to the Emotion Corner.

Evaluation part:

It is important for children to be aware that this is not a punishment or an upgrade, but on the contrary – an opportunity to think in a peaceful and calming environment, to release negative energy in order to ultimately make positive decisions.



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AGE OF KIDS	5-6 Y
DURATION OF THE LESSON <i>maximum duration in minutes</i>	25-30 minutes
SUBJECT <i>The topic of the lesson</i>	"My family through thick and thin"
SUB-SUBJECT <i>Key words and aspects of the topic</i>	Family, rights in the family, patterns' of behavior and punishment

ACTIVITIES <i>Work methods and techniques used</i>	<p>Methods - visual and verbal- discussion scene, lecture;</p> <p>Informative- explanation;</p> <p>Techniques- hands-on, games, teacher demonstration and child demonstration;</p>
<p>ATTAINMENT OF KIDS</p> <p><i>Specific knowledge, skills and competencies you aim to improve in children in the context of their socio-emotional and cognitive development. Which values, moral and ethical norms will be understood and respected?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> - To build knowledge about rights and responsibilities in the family; - Identify positive and negative patterns of behavior in the family; - Summarize the knowledge about family members and mutual relations in the family; 	
TECHNOLOGY AND DESIGN <i>Main points and roles in the lesson scenario</i>	<p>Values:</p> <p>Personal- showing understanding towards family members, acquiring knowledge about rights and responsibilities in the family;</p> <p>Moral - to affirm family unity;</p>



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	<p>Ethical- to establish good positive family relations, respect, affection and empathy</p> <p>Objectives:</p> <ul style="list-style-type: none"> - Distinguish who the family members are; - Understand and use positive family behavior patterns; - Understands that there are responsibilities in the family where they must comply;
<p>ATTAINED IDEAS AND WORDS <i>New concepts and words introduced during the lesson and their specific definitions</i></p>	<p>Family- a group of people who live together with commitment to each other and care for each other;</p> <p>Rights in the family- regulation of the rights and obligations arising from family relationships.</p> <p>Duties in the family- family members have assigned tasks to do</p> <p>Behavior- nature of deeds, actions, conduct;</p> <p>Punishment- imposing something negative or unpleasant on a person</p>
<p>MATERIALS <i>A complete list of materials needed in the course of the lesson - stage set/decoration, costumes, other materials and supplies, etc.</i></p>	<p>thread puppets/ play puppets/ theater puppets - (mother, father and children); cards illustrated with rights and responsibilities in the family;</p>

FLOW OF THE LESSON

Engage part:

Introductory / Introductory part: /5 min./

Through a skit of invited characters-family members - Mother- Child- Father like thread puppets/ play puppets/ theater puppets.

Exploring part: /8 min./



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Then, the teacher invited our characters forward: Moni: Hello, Moni.

Dad: Hi, Dad

Mother: When you came home from school, why didn't you tidy your room?

D: I don't know I didn't feel like tidying up.

M: You had promised me that you would tidy them up.

D: Yes, Mommy but I don't want to now.

M: Yes, but promises are kept.

D: It's okay, I'll sort them tomorrow.

M: Then I forbid you to go out, watch children's movies and play with your toys.

D: Ooh, no mommy.

T: Wait a minute, I think Moni is now, a big and obedient boy and he needs to sort out his toys.

D: Eee, daddy I don't feel like tidying up now.

T: But, Moni, see these are your toys. You've been playing with them. Let's go and get the toys together and sort them out. Don't you think by arranging the toys the room will look more spacious and nicer.

D: Okay, Dad, let's get to work.

B: We did a wonderful job because we arranged everything together. We are all one family and one team, so we should help each other - not hurt each other either with words or actions. Now no one is unhappy anymore and each of us has managed to establish proper and good rules of conduct in the family. In our family, there are already rules established that we should follow and not break.

Explanation part- /5 min./

They talk confusedly after which the teacher intervenes and asks them what happened. Discussion begins-Who is this? What are they doing at home? Are they helping each other? What do they help each other with? Do they only help each other when someone is in trouble or always? /Each member explains, therefore, what things they are responsible for at home,



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what they do, do they follow the rules at home or not, explain the concepts of rights and duties in the family.

We start a short discussion with the children about who did what? Is it right? Does the child feel better now the room is tidy. Was the mother right to punish the child? How did the child feel about receiving the punishment? How did the child feel when the room was tidied? Did the father, as the head of the family, give a good solution to the case? Were both parents of the same opinion? At home, do we often find the two parents to be of a different opinion? And should they be of the same opinion? Why?

Elaboration part: /5min./

The teacher suggested a game with illustrated cards about the rules and responsibilities of the members in a family. (Illustration of the cards- a mother shouting at a child; a child throwing toys; a tidy nursery;) Everyone draws a card says what is drawn on it and judges whether it is right or wrong to do at home and in a family.





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Evaluation part: /2 min/

Well done, kids! You did great, now you know what the roles of the members of a family are, who does what. You know what the rights and duties are in a family. You know that it is good to stick to them and respect them, so that there is peace and love in every family. Remember you must follow the rules and be responsible for your actions otherwise you will have to.



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AGE OF KIDS	5-6 Y
DURATION OF THE LESSON <i>maximum duration in minutes</i>	45 minutes
SUBJECT <i>The topic of the lesson</i>	Early Childhood Development, Psychology, Social Work
SUB-SUBJECT <i>Key words and aspects of the topic</i>	Developing Emotional Intelligence: Understanding and Managing Emotions

ATTAINMENT OF KIDS

Specific knowledge, skills and competencies you aim to improve in children in the context of their socio-emotional and cognitive development. Which values, moral and ethical norms will be understood and respected?

This resource helps children aged 4-12 develop emotional intelligence by teaching them to recognize, understand, and manage their emotions through engaging activities like drawing feelings faces, using calm-down jars, empathy exercises, and keeping a feelings journal, fostering empathy, social skills, and personal well-being.

ATTAINED IDEAS AND WORDS

New concepts and words introduced during the lesson and their specific definitions

...

Overview

The OER "Developing Emotional Intelligence: Understanding and Managing Emotions" is designed for children aged 4-12 to help them recognize, understand, and manage their emotions while fostering empathy and strong social skills. This resource provides engaging activities such as drawing feelings, creating calm down jars, and practicing empathy through charades. Additionally, it includes storytelling sessions with books like "When Sophie Gets Angry - Really, Really Angry" and interactive activities like keeping a feelings journal. Complemented by songs and videos, this OER equips children with essential emotional skills for positive interactions and personal well-being.

Building Emotional Awareness and Empathy in Young Children

Introduction



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Hello kids! Today, we're going to learn about something very special called emotional intelligence. Emotional intelligence is all about understanding your own feelings and the feelings of others. It helps us to be better friends, to solve problems, and to feel happier. Let's explore how we can recognize, understand, and manage our emotions in fun and exciting ways!

What is Emotional Intelligence?

Emotional intelligence is like being a feelings detective. It means being able to notice when you or someone else is feeling happy, sad, angry, or scared, and knowing what to do with those feelings. When you understand emotions, you can make better decisions and have better relationships with your friends and family.

Recognizing Emotions

The first step in developing emotional intelligence is learning to recognize emotions. Think about how your body feels when you are happy – maybe you smile a lot or feel warm inside. What about when you are sad? You might feel like crying or want to be alone. By paying attention to these signals, you can start to understand what you and others are feeling.

Example Activity:

Feelings Faces: Draw different faces showing different emotions like happy, sad, angry, and surprised. Practice making these faces in a mirror and talk about times when you felt these emotions.

Understanding Emotions

Once you can recognize emotions, the next step is understanding why you feel that way. Did something good happen that made you happy? Did something bad happen that made you sad? Understanding the reasons behind your emotions helps you manage them better.

Example Activity:

Emotion Storytime: Read stories where characters go through different emotions. Discuss why the characters feel the way they do and what they do to handle their feelings. "When Sophie Gets Angry - Really, Really Angry" by Molly Bang is a great book to start with.



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Managing Emotions



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Managing emotions means knowing what to do with your feelings. If you are angry, you might take deep breaths to calm down. If you are sad, you might talk to a friend or a family member. Managing emotions helps you stay in control and make good choices.

Example Activity:

Calm Down Jar: Create a calm down jar with glitter and water. When you shake it, watch the glitter settle to help you feel calmer. This is a great way to manage strong emotions.

Empathy and Social Skills

Empathy is understanding how others feel. If your friend is sad, you can show empathy by comforting them. Good social skills mean being able to communicate and get along well with others. Both are important parts of emotional intelligence.

Example Activity:

Empathy Charades: Act out different emotions and have your friends guess what you are feeling. Talk about how they can help someone who is feeling that way.

Practicing Emotional Intelligence Every Day

Emotional intelligence is something you can practice every day. Talk about your feelings, listen to others, and use the strategies you've learned to manage your emotions.

Example Activity:

Feelings Journal: Keep a journal where you draw or write about your feelings each day. This helps you to keep track of your emotions and see how they change over time.

Conclusion

Emotional intelligence is a superpower that helps you understand and manage your emotions and connect better with others. By practicing the activities we talked about, you can become an emotional intelligence expert!



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Developing Emotional Intelligence: Understanding and Managing Emotions

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Description

Overview: The OER "Developing Emotional Intelligence: Understanding and Managing Emotions" is designed for children aged 4-12 to help them recognize, understand, and manage their emotions while fostering empathy and strong social skills. This resource provides engaging activities such as drawing feelings faces, creating calm down jars, and practicing empathy through charades. Additionally, it includes storytelling sessions with books like "When Sophie Gets Angry - Really, Really Angry" and interactive activities like keeping a feelings journal. Complemented by songs and videos, this OER equips children with essential emotional skills for positive interactions and personal well-being.

Subject: Early Childhood Development, Psychology, Social Work

Level: Preschool

Material Type: Lesson, Lesson Plan, Reading, Teaching/Learning Strategy, Textbook

Author: [George Charonides](#)

Date Added: 08/06/2024

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Language: English

Media Format: Graphics/Photos, Mobile, Video, Other

Standards [Add Alignment](#)

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Evaluations

No evaluations yet.
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Tags (0)

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AGE OF KIDS	5-6 Y
DURATION OF THE LESSON <i>maximum</i> <i>duration in minutes</i>	45 minutes
SUBJECT <i>The topic of the lesson</i>	Understanding and Combating Discrimination
SUB-SUBJECT <i>Key words and aspects of the topic</i>	...

ATTAINMENT OF KIDS

Specific knowledge, skills and competencies you aim to improve in children in the context of their socio-emotional and cognitive development. Which values, moral and ethical norms will be understood and respected?

Development of children's understanding of discrimination—focusing on race, gender, and disability—by teaching inclusivity, empathy, and fairness through interactive stories, activities, and examples, fostering a foundation of kindness, respect, and equal opportunity in their daily interactions.

ATTAINED IDEAS AND WORDS

New concepts and words introduced during the lesson and their specific definitions

...

Overview

This educational resource aims to help children aged 4-10 understand and recognize discrimination. Discrimination is when people are treated unfairly because they are different in some way. The resource focuses on three main types of discrimination that children might encounter: race, gender, and disability. Through engaging videos, stories, and activities, children will learn about the importance of inclusivity, empathy, and fairness. By understanding these concepts, children can promote a kind and inclusive environment in their daily interactions. This resource includes practical examples, solutions, and interactive activities to reinforce these lessons.

Discrimination is when people are mistreated because they are different in some way. It's important to teach children about discrimination early to help everyone be kind and inclusive. This presentation will focus on three main types of discrimination that children might



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encounter: race, gender, and disability. Children can learn to be fair and inclusive in their daily interactions by understanding these types.

Focus Areas

Race: Children should understand that skin color differences are average and learn to respect and appreciate these differences.

Gender: It's important to challenge stereotypes that limit what boys and girls can do and to promote equal opportunities for all genders.

Disability: Encouraging the inclusion of children with disabilities in all activities and adapting these activities to ensure everyone can participate is essential for a fair and inclusive environment.

Actual Examples of Racial Discrimination

Problem:

Imagine a child with darker skin not being invited to play at recess. This exclusion is based solely on the color of their skin, which is unfair and hurtful. Another example is a child feeling left out during a group activity because they are from a different racial background, and the other children do not understand or respect their cultural traditions. These examples illustrate how racial discrimination can make children feel lonely and rejected.

Solution:

One effective way to combat racial discrimination is to teach empathy. Children can learn to understand and respect differences in skin color and cultural backgrounds by using stories and discussions. Promoting inclusivity in play and group activities ensures that all children feel valued and included. Adults play a crucial role by modeling inclusive behavior and stepping in when they see racial discrimination.



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Actual Examples of Gender Discrimination

Problem:

Consider a girl who wants to join a soccer game but is told she can't because "girls don't play soccer." This type of gender discrimination reinforces harmful stereotypes and limits children's opportunities. Another example is a boy who enjoys ballet but gets teased by his peers for liking a traditionally "feminine" activity. These situations highlight how gender discrimination can restrict children's interests and activities based on outdated ideas.

Solution:

To address gender discrimination, it is essential to challenge stereotypes that limit what boys and girls can do. Encouraging all children to explore different activities, regardless of gender, helps break down these stereotypes. Promoting mixed-gender teams in sports and other activities ensures that everyone has equal opportunities. Positive reinforcement is critical; praising children for breaking stereotypes and being inclusive can reinforce these behaviors.

Actual Examples of Disability Discrimination Solutions

Problem:

Picture a child in a wheelchair excluded from a playground game because the other children do not know how to include them. Another example is a child with a speech impediment being ignored or mocked by their peers. There are also instances where a student with learning disabilities does not receive the necessary support in class, making it harder for them to succeed. These examples show how disability discrimination can create barriers to participation and achievement for children with disabilities.

Solution:

Adapting games and activities to include children with different abilities is crucial in combating disability discrimination. Raising awareness about various disabilities and the importance of inclusion helps children understand and accept their peers with disabilities.



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Providing necessary support, whether through classroom accommodations or social support, ensures that children with disabilities can participate fully and succeed alongside their peers.

Activities

To reinforce these concepts, various activities can be implemented:

Storytime: Read stories featuring diverse characters and themes of inclusivity to help children relate to and understand different perspectives.

Art Projects: Encourage children to draw self-portraits and discuss how everyone is unique to appreciate diversity.

Role-Playing: Create scenarios where children practice inclusive behaviors to build empathy and social skills.

Sports Day: Organize mixed-gender teams and modify games to ensure inclusivity, allowing children to experience the benefits of fairness and cooperation firsthand.

Guest Speakers: Invite speakers with disabilities to share their experiences, providing powerful lessons in empathy and understanding.

Conclusion

Creating an Open Educational Resource on discrimination for children aged 4-10 involves developing engaging, age-appropriate materials that address race, gender, and disability. Children can learn the importance of inclusivity and fairness through stories, activities, and discussions. By making these resources accessible and involving educators and parents, we can foster a more inclusive environment for young children. Promoting kindness, empathy, and understanding from an early age lays the foundation for a more just and equitable society.




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Understanding and Combating Discrimination

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Description

Overview: This educational resource aims to help children aged 4-10 understand and recognize discrimination. Discrimination is when people are treated unfairly because they are different in some way. The resource focuses on three main types of discrimination that children might encounter: race, gender, and disability. Through engaging videos, stories, and activities, children will learn about the importance of inclusivity, empathy, and fairness. By understanding these concepts, children can promote a kind and inclusive environment in their daily interactions. This resource includes practical examples, solutions, and interactive activities to reinforce these lessons.

Subject: Early Childhood Development
Level: Preschool
Material Type: Lesson, Lesson Plan
Author: George Charonides
Date Added: 08/06/2024

License: [Creative Commons Attribution](#) 

Language: English

Standards [Add Alignment](#)

No Alignments yet.
Please [align](#) this resource to your standards.

Evaluations

No evaluations yet.
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Tags (0)

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AGE OF KIDS	5-6 Y
DURATION OF THE LESSON <i>maximum duration in minutes</i>	45 minutes
SUBJECT <i>The topic of the lesson</i>	Early Childhood Development
SUB-SUBJECT <i>Key words and aspects of the topic</i>	Understanding Anger and How to Deal With It

ATTAINMENT OF KIDS

Specific knowledge, skills and competencies you aim to improve in children in the context of their socio-emotional and cognitive development. Which values, moral and ethical norms will be understood and respected?

This resource teaches young children how to recognize and manage anger through simple explanations, relatable examples, and practical strategies like deep breathing, talking about feelings, and kindness, helping them develop peaceful, caring behaviors in their daily interactions.

ATTAINED IDEAS AND WORDS

New concepts and words introduced during the lesson and their specific definitions

...

Overview

This Open Educational Resource (OER) is designed for young children, particularly those in kindergarten and early elementary school, to help them understand and manage feelings of anger. The resource provides simple explanations, relatable examples, and practical strategies to teach kids how to handle anger positively. It is enhanced with supporting materials, including videos, images, and documents, to engage young learners and reinforce key concepts.

Anger can sometimes make us do things that hurt others, like yelling or hitting. This educational resource helps kids understand what anger is, why we feel it, and how to handle it better. Kids will learn how to deal with anger through simple explanations and fun examples and become more caring and peaceful.



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1. What is Anger?

Anger is a strong feeling that can make us feel upset or mad. Everyone feels angry sometimes, and that's important to know how to handle anger without hurting others.

2. Why Do We Get Angry?

Feeling Upset

Sometimes, we get angry because we feel upset when things don't go the way we want.

Feeling Frustrated

We can also feel angry when we are stuck or can't do the scanning we want to do.

Copying Others

If we see other people, like friends or family, getting angry and acting out, we might think it's okay; it's the same.

3. What Happens When We Get Angry?

Words That Hurt

When angry, we might say mean things that hurt other people's people's

Actions That Hurt

Sometimes, we might hit, push, or do other things that can hurt others.

4. Examples of Angry Situations

Example 1: School Playground

Jenny feels angry when another child takes the toy she was playing with. She yells at the child and tries to grab the toy back.

Example 2: Car Ride

When the car ride takes too long, Tom gets really angry. He starts yelling and kicking the seat in front of him.



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5. How Can We Handle Anger?



Take a Deep Breath

When you feel angry, try taking a few deep breaths to calm down.

Talk About It

Tell a teacher or an adult how you feel. Talking about your feelings can help you feel better.

Walk Away

If something makes you angry, try walking away and finding a quiet place to calm down.

Think of Happy Things

Think about something that makes you happy, like your favorite game or a fun day you had.

6. Helping Each Other

Be Kind

If you see someone else feeling angry, be kind and try to help them feel better.

Share and Play Fair

Sharing and playing nicely with friends can help everyone feel happy and avoid anger.

Use Words, Not Fists

Always use your words to express how you feel instead of hitting or pushing.

7. Real-Life Example: How We Solved a Problem

In our school, some kids were feeling angry and yelling during playtime. We started a "Feelings circle" where everyone could talk about their feelings. Soon, everyone learned to share and play nicely, and our playtime became much more fun!

8. Conclusion



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Anger is a normal feeling, but it's important to handle it in a way that doesn't hurt others. By taking deep breaths, talking about our feelings, and being kind, we can all learn to manage our anger and make our school happier.

The screenshot shows the OER Commons interface for a resource titled "Understanding Anger and How to Deal With It". The page includes a header with navigation options like "Discover", "Hubs", "Groups", and "Learn More", along with an "Add OER" button. Below the header, there's a status indicator "Published" and an "Un-publish" button. The main content area features an illustration of two children, the title "Understanding Anger and How to Deal With It", a five-star rating, and action buttons for "View Resource", "Save", "Edit", and "Delete". There are also icons for "Remix", "Share", and "Download".

Description

Overview: This Open Educational Resource (OER) is designed for young children, particularly those in kindergarten and early elementary school, to help them understand and manage feelings of anger. The resource provides simple explanations, relatable examples, and practical strategies to teach kids how to handle anger positively. It is enhanced with supporting materials, including videos, images, and documents, to engage young learners and reinforce key concepts.

Subject: Early Childhood Development
 Level: Preschool
 Material Type: Lesson, Lesson Plan, Module, Teaching/Learning Strategy
 Author: George Charonides
 Date Added: 08/05/2024

License: Public Domain Dedication
 Language: English

Standards [Add Alignment](#)

No Alignments yet.
 Please [align](#) this resource to your standards.

Evaluations

No evaluations yet.
 Add important feedback and [evaluate](#) this resource.

Tags (0)

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Please find it here: <https://oercommons.org/courseware/lesson/118727/student/438892>



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AGE OF KIDS	5-6 Y
DURATION OF THE LESSON <i>maximum duration in minutes</i>	45 minutes
SUBJECT <i>The topic of the lesson</i>	Early Childhood Development
SUB-SUBJECT <i>Key words and aspects of the topic</i>	Understanding Tolerance: Empathy and Positive Attitude

ATTAINMENT OF KIDS

Specific knowledge, skills and competencies you aim to improve in children in the context of their socio-emotional and cognitive development. Which values, moral and ethical norms will be understood and respected?

Enhance children's empathy, positive attitude, and problem-solving skills while fostering values of tolerance, respect, kindness, and inclusivity, supporting their socio-emotional and cognitive development in a compassionate and community-minded way.

ATTAINED IDEAS AND WORDS

New concepts and words introduced during the lesson and their specific definitions

...

Description

The OER "Understanding Tolerance: Empathy and Positive Attitude" is designed for children aged 4-10 to teach them the importance of tolerance through empathy and maintaining a positive attitude. This resource helps young learners understand and respect differences, fostering a kind and inclusive environment. It includes engaging activities such as storytelling with "The Invisible Boy" by Trudy Ludwig, role-playing scenarios to practice empathy, and creating gratitude journals and positive affirmations to build a positive outlook. Additionally, it provides practical examples and craft projects like a "Tolerance Tree" to encourage daily acts of kindness. The OER also offers printable activity sheets and resources for parents and teachers to support continuous learning at home and in the classroom. The framework is supported by materials from Learning for Justice and Charity For Change, ensuring a comprehensive and research-backed approach to teaching these essential life skills.

Introduction



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Hey kids! Today, we're going to learn about a super important topic called tolerance. Tolerance means accepting and respecting everyone's differences. It's about being kind and

understanding to others, even if they are different from us. Let's dive into what empathy and a positive attitude mean, and how they can help us be more tolerant.

What is Tolerance?

Tolerance is like being a superhero friend. Imagine if everyone was the same, it would be so boring! Tolerance makes our world colorful and fun because we get to learn and grow with different kinds of people. It's about accepting and celebrating these differences.

Understanding Empathy

Empathy is when we try to understand how others feel. Think about a time when you were sad or happy. Now, imagine how your friend might feel in those moments. When we show empathy, we're saying, "I care about how you feel."

Example: If your friend falls and hurts their knee, you can show empathy by helping them up and asking if they are okay. You could say, "I'm here for you."

Activities:

Story Time: Let's read "The Invisible Boy" by Trudy Ludwig. In the story, Brian feels invisible at school. How can we help someone like Brian feel included?

Role-Playing: Pretend to be different characters. One person shares a story about feeling sad or happy, and others show how they would respond with empathy.

Developing a Positive Attitude

A **positive attitude** is like a bright sunny day in your mind. It's all about looking for the good things around you and in other people.

Example: If you didn't win a game, instead of feeling bad, think about how much fun you had playing and learning new skills.

Activities:



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Gratitude Journal: Every day, draw or write about something that made you happy or something you are thankful for. Maybe it's a hug from mom or playing with your favorite toy.

Positive Affirmations: Stand in front of a mirror and say, "I am kind," "I am a good friend," and "I love to share." These words help you feel good about yourself and others.

Practicing Tolerance in Everyday Life

Being tolerant is something we can do every day. It's in the small things like sharing your toys, listening when someone talks, and being kind.

Example: When you see someone playing alone, invite them to join your game. It makes everyone feel included and happy.

Activities:

Circle Time Discussion: Let's talk about a time you were kind to someone or when someone was kind to you. How did it make you feel?

Craft Project: Create a "Tolerance Tree." Each leaf on the tree represents an act of kindness or a time you were tolerant. Write or draw these acts on paper leaves and stick them on the tree.

Parents and Teachers Corner

For Parents: Encourage open conversations about feelings with your child. Model empathy by showing understanding and respect in your daily interactions. Praise your child when they display tolerant behavior.

For Teachers: Incorporate diverse stories and activities in your classroom that highlight the beauty of different cultures and perspectives. Create a classroom environment where every child feels respected and valued.

Conclusion

Tolerance, empathy, and a positive attitude are the keys to making our world a better place. By understanding and practicing these values every day, we can all become superheroes of kindness and understanding. Remember, every act of kindness makes a big difference!




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Understanding Tolerance: Empathy and Positive Attitude

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Remix
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Subject: Early Childhood Development
 Level: Preschool
 Material Type: Interactive, Lesson, Module, Reading
 Author: George Charonides
 Date Added: 08/06/2024

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Language: English
 Media Format: Graphics/Photos, Interactive, Text/HTML, Video

Standards [Add Alignment](#)

No Alignments yet.
Please **align** this resource to your standards.

Evaluations

No evaluations yet.
Add important feedback and **evaluate** this resource.

Tags (0)

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LESSON PLAN – SOCIAL AND EMOTIONAL INTELLIGENCE

AGE OF KIDS	5-6 Y
DURATION OF THE LESSON <i>maximum duration in minutes</i>	20 minutes
SUBJECT <i>The topic of the lesson</i>	Social and Emotional Intelligence
SUB-SUBJECT <i>Key words and aspects of the topic</i>	Emotions, empathy, friendship, communication, self-regulation
ACTIVITIES <i>Work methods and techniques used</i>	Circle time, role-playing, movement game, drawing, storytelling
ATTAINMENT OF KIDS <i>Specific knowledge, skills and competencies you aim to improve in children in the context of their socio-emotional and cognitive development. Which values, moral and ethical norms will be understood and respected?</i>	The children will improve their ability to identify emotions, express feelings in a healthy way, and show empathy. They will understand the importance of respecting others' emotions and cooperating in group settings.
TECHNOLOGY AND DESIGN <i>Main points and roles in the lesson scenario</i>	The lesson is based on active engagement, emotional expression and interaction. Teacher guides through storytelling, discussion, game instructions and emotional reflection.
ATTAINED IDEAS AND WORDS <i>New concepts and words introduced during the lesson and their specific definitions</i>	Emotion – how we feel inside (happy, sad, angry, etc.) Empathy – trying to feel what someone else is feeling Self-regulation – calming down when we're upset
MATERIALS A complete list of materials needed in the course of the lesson - stage set/decoration, costumes, other materials and supplies, etc.	- Emotion cards (with happy, sad, angry, scared faces) - A large paper heart - Crayons or colored markers - Soft music for calming exercise

Scenario /Enter the concrete course of the lesson. Give sample questions, actions, lines for each of the planned roles/:

Engage part

The teacher gathers the children in a circle and shows them emotion cards one by one. She asks: 'Can you show me your happy face? What makes you feel happy?'



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'Can you show me a sad face? What makes you feel sad?'
Children mimic the emotions and talk briefly about when they've felt this way.

Exploring part

Game 1 – Emotional Statues: The teacher plays music and children dance freely. When the music stops, the teacher holds up an emotion card. Children freeze in a statue showing that emotion. Then the teacher asks: 'Why do people feel this way? Can we help someone who feels this way?'

Explanation part

The teacher tells a short story about a bunny named Lilo who got sad when no one wanted to play with him. She asks: 'How do you think Lilo felt? What could we do to help him?' She introduces the word *empathy* and explains: 'Empathy is when we try to feel what our friend is feeling.'

Elaboration part

Game 2 – Heart Drawing: The teacher shows a big paper heart and says: 'This is our friendship heart. Let's draw inside it something kind we can do for a friend.' Children draw or scribble kind actions (hug, share a toy, say a kind word).

Evaluation part

Children sit back in a circle. The teacher says: 'What did we learn today about feelings?' 'Can you tell me one thing you can do when you're angry or sad?' They finish with a calming activity: slow breathing with soft music. Each child names one feeling and how to deal with it positively.



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LESSON PLAN – DEALING WITH ANGER FROM DISCRIMINATION, REJECTION OR REFUSAL

AGE OF KIDS	5-6 Y
DURATION OF THE LESSON <i>maximum duration in minutes</i>	20 minutes
SUBJECT <i>The topic of the lesson</i>	Social and Emotional Learning
SUB-SUBJECT <i>Key words and aspects of the topic</i>	Anger, Rejection, Discrimination, Feelings, Inclusion, Respect
ACTIVITIES <i>Work methods and techniques used</i>	Role-playing, storytelling, breathing exercise, drawing, circle discussion
ATTAINMENT OF KIDS <i>Specific knowledge, skills and competencies you aim to improve in children in the context of their socio-emotional and cognitive development. Which values, moral and ethical norms will be understood and respected?</i>	Children will develop emotional awareness, especially recognizing and managing anger related to rejection and discrimination. They will learn to express emotions safely, seek support, and show inclusion and empathy toward others.
TECHNOLOGY AND DESIGN <i>Main points and roles in the lesson scenario</i>	The lesson includes emotional identification, naming and expression, followed by concrete actions to manage anger. The teacher models empathy and respectful communication throughout.
ATTAINED IDEAS AND WORDS <i>New concepts and words introduced during the lesson and their specific definitions</i>	Anger – A strong emotion felt when something is unfair or hurtful Rejection – Being left out or told ‘no’ Discrimination – Being treated unfairly because of who we are Inclusion – Making sure everyone feels welcome
MATERIALS <i>A complete list of materials needed in the course of the lesson - stage set/decoration, costumes, other materials and supplies, etc.</i>	<ul style="list-style-type: none"> - Emotion flashcards (especially anger, sadness, fear) - Soft stuffed toy for storytelling (e.g., Teddy the Bear) - Blank paper and crayons - Calm music - “Anger toolbox” picture cards (deep breath, hug, ask for help, go to safe space)



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Scenario /Enter the concrete course of the lesson. Give sample questions, actions, lines for each of the planned roles/

Engage part

The teacher welcomes children in a circle. She shows an 'angry face' card and asks: 'What does this face feel like? When do you feel angry?' Children take turns sharing simple examples. The teacher normalizes the feeling: 'It's okay to feel angry. What matters is what we do with our anger.'

Exploring part

Storytelling: The teacher introduces a soft toy (Teddy) and tells this short story: 'Teddy wanted to play, but the other toys told him no because he looked different. Teddy felt very angry and alone.' Children are asked: 'How would you feel if that happened to you? What could Teddy do instead of yelling or hitting?'

Explanation part

The teacher introduces the concept of *discrimination* and *rejection* using child-friendly language:

'Discrimination means treating someone unfairly because of how they look or where they're from.'

'Rejection is when someone doesn't want to play or share with you.' She then shows 'Anger Toolbox' cards (deep breathing, asking for help, hugging, using kind words).

She guides the children in a deep breathing exercise: 'Let's smell the flower... blow the candle...'

Elaboration part

Creative activity: Children draw themselves helping someone who feels rejected. The teacher encourages them: 'Can you draw yourself being a good friend to Teddy?' Children describe what they drew: 'I gave Teddy a hug.' 'I asked Teddy to play.' The group discusses: 'How can we help friends feel included?'

Evaluation part

The teacher summarizes: 'We all feel angry sometimes – especially when someone is unfair. But we can calm down and choose kindness.'

Each child completes the sentence: 'When I feel angry, I can... (breathe, talk to teacher, hug my friend)'

Final activity: soft music plays while children place a hand on their heart and say: 'I can choose peace.'



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PROJECT TEAM--LAW <i>The law you are addressing</i>	
AGE OF KIDS	5-6 Y
DURATION OF THE LESSON <i>maximum duration in minutes</i>	20min
SUBJECT <i>The topic of the lesson</i>	<i>Tolerance</i>
SUB-SUBJECT <i>Key words and aspects of the topic</i>	<i>Tolerance, empatie, social consciousness</i>

ACTIVITIES <i>Work methods and techniques used</i>	observation, conversation, story role-playing games;
ATTAINMENT OF KIDS <i>Specific knowledge, skills and competencies you aim to improve in children in the context of their socio-emotional and cognitive development. Which values, moral and ethical norms will be understood and respected?</i>	<input type="checkbox"/> Forming an understanding of tolerance and empathy. <input type="checkbox"/> Developing an active attitude towards this problem as an element of personal culture.
TECHNOLOGY AND DESIGN <i>Main points and roles in the lesson scenario</i>	Garbage disposal in the lake Involvement of child, parent, police officer The plot involves 5 children
ATTAINED IDEAS AND WORDS <i>New concepts and words introduced during the lesson and their specific definitions</i>	aggression, emotion
MATERIALS <i>A complete list of materials needed in the course of the lesson - stage set/decoration, costumes, other materials and supplies, etc.</i>	paper, police uniform [1]

Scenario

Engage part: The teacher asks the children to make a circle. After the children have arranged themselves in a circle, the teacher shows them cards with different



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people - for example, an adult and a young child. Then discuss how they differ. Discuss how nice it is that we are alike and yet each of us is unique. Mention fingerprints, comment on the feelings we experience, the sensations our bodies feel in the cold, heat, etc.

Exploring part: The children see the cards and begin to discuss among themselves what the people on the cards look like. They also talk about some positive or negative experiences, and how they felt.

Explanation part: After the cards, the teacher offers to read a story to the children. A book with a story^[2] involving different characters with different idiosyncrasies. How to play. What would happen if ... Imagine a story where all the characters were the same - would it be interesting?

Elaboration part: This way the children will express their thinking to everyone in the group and explain why they feel the way they do. They should also notice the differences between these experiences and emotions and discuss them.

Finally, the teacher talks about the importance and value of diversity, acceptance, support, teamwork, tolerance, and that ultimately all people have the same feelings and needs.

Evaluation part: In general, everyone together talks about how they felt and thought during these activities, what new values they learned and what are the children's ideas on how we can be more tolerant towards our fellow children.



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AGE OF KIDS	5-6 Y
DURATION OF THE LESSON <i>maximum duration in minutes</i>	20-25 minutes
SUBJECT <i>The topic of the lesson</i>	<i>Tolerance</i>
SUB-SUBJECT <i>Key words and aspects of the topic</i>	<p>Acceptance: the action of understanding, loving and including the others just like they are, without trying to change them or exclude them or treat them in a bad way</p> <p>Respect: the behavior that allows the others to feel free to express their emotions and opinions, and an attitude of not insulting them but treating them equally</p> <p>Tolerance: the ability or willingness to tolerate the existence of opinions or behavior that one dislikes or disagrees with</p> <p>Discrimination: bad treatment of different categories of people usually because of their ethnicity, religion, age, (dis)ability etc.</p>

ACTIVITIES <i>Work methods and techniques used</i>	Conversation, painting
ATTAINMENT OF KIDS <i>Specific knowledge, skills and competencies you aim to improve in children in the context of their socio-emotional and cognitive development. Which values, moral and ethical norms will be understood and respected?</i>	Friendship, emotional development, team spirit
TECHNOLOGY AND DESIGN <i>Main points and roles in the lesson scenario</i>	The children play in groups and they help each other
ATTAINED IDEAS AND WORDS <i>New concepts and words introduced during the lesson and their specific definitions</i>	Accepting, understanding, respect



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MATERIALS

A complete list of materials needed in the course of the lesson - stage set/decoration, costumes, other materials and supplies, etc.

One paper, one drawing brush and five colors for each child for painting, 3 balls

FLOW OF THE LESSON

Engage part: The children are sitting in a circle and the teacher mentions the meaning of difference and discrimination, so all together they can talk about many differences between people, ex. skin color, disability, religion, gender, body, height, emotional expressions etc

Exploring part: They look around and notice each other concerning these differences between them and they talk about how they feel for each of these. They also talk about some positive or negative experiences they may have had on occasion, a difference they have and how these made them feel.

Explanation part: After that they are separated in couples and the one has to act like he/she has some disability or a difference that may cause difficulty for an action and the other one has to help him. The actions could be:

- being short and reaching a ball from a tall shelf
- dancing without the ability of hearing
- painting without hands
- pretending the opposite gender while walking
- walking without the ability of vision

Next, one by one they are sitting on the ground and they paint on a paper how they felt during this helping action. The ones will express their feelings based on the experience that they helped and the others that they were helped.

Elaboration part: They will show their paintings to all the classrooms and explain the reason they feel this way. Plus they have to notice differences between these experiences and emotions and discuss them.

In the end, the teacher talks about the importance and value of diversity, acceptance, helping, teamwork, tolerance and that at the end of the day all the people have the same feelings and needs.

Evaluation part: In general all together they talk about how all these activities made them feel and think, which new values they learned and ideas from the kids of how we can increase the tolerance in our school.



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PROJECT TEAM - LAW <i>The law you are addressing</i>	
AGE OF KIDS	5-6 Y
DURATION OF THE LESSON <i>maximum duration in minutes</i>	30 min
SUBJECT <i>The topic of the lesson</i>	Tolerance
SUB-SUBJECT <i>Key words and aspects of the topic</i>	Accepting and respecting the differences, work as a team, cooperate

ACTIVITIES <i>Work methods and techniques used</i>	Create a team work of art, use balloon games to cooperate, theater games of communication
ATTAINMENT OF KIDS <i>Specific knowledge, skills and competencies you aim to improve in children in the context of their socio-emotional and cognitive development. Which values, moral and ethical norms will be understood and respected?</i>	
<p>Understand what being different means</p> <p>Develop social skills</p> <p>Accept every form of difference</p> <p>Respect the difference and try to cooperate with different people</p>	
TECHNOLOGY AND DESIGN <i>Main points and roles in the lesson scenario</i>	Introduction to the topic, study of the children's attitudes, explanation by the teacher and evaluation
ATTAINED IDEAS AND WORDS <i>New concepts and words introduced during the lesson and their specific definitions</i>	Different, cooperate, acceptance, respect, try to collaborate, create a team piece of art Being unique in the group



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MATERIALS

A complete list of materials needed in the course of the lesson - stage set/decoration, costumes, other materials and supplies, etc.

Balloons half the number of the children , music, papers as many as the children, colors (markers or pastels in different colors) , glue

Lesson flow

Engage part: The teacher asks the kids to look at each other and see how they are different. Make a discussion of how people can be different, talk about languages, color of the skin, physical and mental disabilities. At the same time, for each difference the children are trying to mime the differences with their body and voice.

Exploring part: The teacher asks the children to make groups of two. Each group takes a balloon. They put the balloon in their bellies and try to move together without the balloon falling down. They do that while music is playing ([óρνα I'm Still Standing - Taron Egerton | Sing: Original Motion Picture Soundtrack](#)) When the music stops, the teacher gives different directions. For example, one of the couple is shorter than the other, or one of the couple has one leg, or one of the couple is blind, or one of the couple cannot tolerate much contact with other people, one of the couple cannot stop moving, etc. The game continues, until every child has experienced the difficulties of a disability.

Explanation part: The teacher now talks with the children and asks them to speak about their experience, how it was difficult for them and how they managed to work it out. She/he says that any kind of difference is like speaking a different language. Let's make a small theater game to understand it. Again in couples the teacher gives a secret mission to one child (for example to ask for some orange juice) but asks them to speak with each other in gibberish. The goal is to understand each other.

Elaboration part: After we have accepted our differences it's time to create something together. The kids sit in a circle and each one has a piece of paper and some colors. The theme of the painting is TOGETHER. They start painting. When the teacher rings a bell, they pass their drawing to the next child and continue to paint. The project ends when a circle is complete. The teacher can use some music to inspire the children (<https://www.youtube.com/watch?v=wnacdOIoTBQ>)

After they finish they glue their paintings in a bigger piece of paper and they decide the title of their work of art.

Evaluation part: The teacher asks the kids how they felt when they saw their painting being painted by others too. How they feel that they are all part of a bigger painting with all those differences and how beautiful they feel their work is. This is how beautiful our world is with all those different kinds of people.



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AGE OF KIDS	5-6 Y
DURATION OF THE LESSON <i>maximum duration in minutes</i>	25-30 minutes
SUBJECT <i>The topic of the lesson</i>	Tolerance
SUB-SUBJECT <i>Key words and aspects of the topic</i>	tolerance, acceptance, respect, feeling, friendship

ACTIVITIES <i>Work methods and techniques used</i>	<p>Tree of tolerance - drawing poster</p> <p>Story The Ugly Duckling (emotions, feelings, throughout the story)</p> <p>Cards with emotions - discussion, find the appropriate card according to the part of the story</p> <p>This world - an individual art game for the different view of the child</p>
ATTAINMENT OF KIDS Children should understand and learn that there are differences in the world. Each of us is different and special in our own way. Children should know that tolerance is important for their socio-emotional and cognitive development. Through play, they will learn to respect those who are different from them, and to respect and appreciate each other.	
Children should learn to respect each other, in order to be respected by others. Children should learn to recognize when someone from their immediate environment needs support and help in connection with some of his characteristics that make him different from them.	
TECHNOLOGY AND DESIGN <i>Main points and roles in the lesson scenario</i>	<p>Promote empathy and social skills</p> <p>Prevention and intervention against intolerance</p> <p>Values: acceptance and evaluation of some actions, respect, friendship</p>



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<p>ATTAINED IDEAS AND WORDS <i>New concepts and words introduced during the lesson and their specific definitions</i></p>	<p>Introduction to the topic, respect for children's views, explanation by the teacher and evaluation Acceptance, respect, sharing emotions</p>
<p>MATERIALS <i>A complete list of materials needed in the course of the lesson - stage set/decoration, costumes, other materials and supplies, etc.</i></p>	<p>The Ugly Duckling picture book, emotion cards, Tree of Tolerance poster, scissors, drawing paper, Rainbow coloring book, wooden crayons</p>

FLOW OF THE LESSON

Engage part:

Talk about emotions:

We distinguish several types of emotions - happiness, sadness, fear, shame.

Discussion:

Tell a incident in which you were happy.

What makes you happy?

Tell an incident in which you were sad.

What caused your sadness?

Conclusion from the discussion: There are different emotions. Everyone has the right to feel differently in a situation. Every feeling should be respected.

Research part:

Children draw their friend with whom they are happy when they play or the friend who makes them sad in the game, but they still want to play together. The drawing cut in the form of a leaf is hung by each child on the Tree of Torrelance.

Explanation part:

Expressive reading of the story "The Ugly Duckling". Asking questions about the content and through conversation to evaluate whether the children understood the content of the story.



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How is the duckling different from the members of his family?

What color are the duckling's feathers?

Why is the duckling sad?

How did the duck survive the winter?

What happened to the ugly duckling at the end of the story?

How did the ugly duckling feel when it turned into a swan?

Telling the story in parts, discovering the emotion that is revealed in that part and connecting a card with the corresponding emotion.

Elaboration part:

The children are divided into two groups. Children receive coloring books with a rainbow. One group should choose colors that remind of happiness. And the other group chooses colors that remind of sadness.

Each group colors their rainbow with the colors they have chosen.

At the end of the activity there are two different colored rainbows.

Evaluation part:

At the end, every child can say if they have ever been in such a situation.

The teacher talks with the children about the feelings caused by tolerance.



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	<i>Violence</i>
AGE OF CHILDREN	5-6 years old
LESSON LENGTH <i>maximum duration in minutes</i>	15 min
SUBJECT Lesson topic	<i>Violence and bullying by a teacher in kindergarten</i>
SUPPLEMENT Keywords and aspects of the topic	<i>Violence, aggression, bullying, , feelings</i>

ACTIVITIES <i>Methods and techniques used</i>	<ol style="list-style-type: none"> 1. Setting up a problem situation- the teacher comes to the children and starts shouting and punishing them. 2. Talking about the situation- How did the children feel? Did they feel guilty for the teacher to do that? Was the teacher's behaviour towards the children right? What made the teacher behave that way?- Building a sense of empathy- putting yourself in the other person's place. 3. Game: "Tell me so I can understand you"- A child talks about his feelings and another tries to understand and explain why the child felt that way and how he can change his mood.
CHILDREN'S ACHIEVEMENTS/RESULTS	



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Specific knowledge skills and competencies that we seek to improve in children in the context of their social-emotional and cognitive development. Which values, moral and ethical norms will be understood and upheld?

Constructing an image of aggression and harassment of another human being as unacceptable and reprehensible behavior.

Form an understanding of one's own feelings and the feelings of others.

Form an understanding of tolerance and empathy.

TECHNOLOGY AND DESIGN

Key points and roles in the lesson scenario

- Aggressive behavior and bullying of a child by a teacher
- Demonstration of tolerance and empathy

IDEAS AND WORDS ACHIEVED

New concepts and words introduced during the lesson and their specific definitions

Violence - aggressive behavior towards another human being

Tolerance - tolerance and respect for differences as an act of support and understanding

Empathy - Ability to empathize with the emotions, feelings, and thoughts of others.

MATERIALS

Full list of materials needed for the lesson - stage set, costumes, other materials and supplies

non

FLOW OF THE LESSON

1. Setting up a problem situation - the teacher comes with the doll and starts shouting and punishing it.

2. Talking about the situation - How does the doll feel? Did they feel guilty for the teacher to do that? Was the teacher's behaviour towards the children right? What made the teacher behave that way? What did the teacher feel to behave this way with the doll? What did they feel and where in their body did they feel a change when the children observed such unwanted behavior? Did you feel a need, a desire to intervene in the situation you observed? What did



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they feel like doing? What different behavior could the teacher have demonstrated? - Building a sense of empathy- putting yourself in the other person's place.

3. Game: "Tell me so I can understand you"- A child talks about his feelings and another tries to understand and explain why the child felt that way and how she/he can change his mood.