



**Duration:** 1 hour and 30 minutes.

**Materials:** Shared for the three levels of infant school: Projector, speakers, coloured card.

**1st and 2nd year infant pupils:** Lolly sticks, glue.

**3rd year infant pupils:** Toilet roll tubes, felt-tip pens, wool, card, glue.

**Targets:** 1. Highlight the impact of COVID-19 on children.

2. Working on the topic via a **Discover-Connect-Transform** focus:

**a. Discover** a child's story through a testimony and the consequences of girls and boys not having access to education.

**b. Connect** by empathising with their situation.

**c. Transform** to ensure the right to inclusive, equitable and quality education - locally and globally.



**Discover** 20 mins.

Let's go! Project the image of the shoes with the topic:

School protection -



## Listening to Eddie

We start this unit by watching and listening to **Eddie's story**. The class watches the FISC Foundation's video, the teacher pauses and explains, and pupils are asked what they think of the story.

This can be done as a group with the **"I see, I think, I ask myself"** thought pattern (see Appendix 1). This way, everything observed in the video can be reflected upon, encouraging contemplation and deeper thought through a group activity. The video can be played twice if necessary!



## Discovering the emotions

To start this activity, the teacher brings **six ready-prepared basic emotions** on six different coloured cards, using the Appendix 3 as a guide, so the students can identify each of them with a colour.

Using the cards and explanations of the basic emotions found in the Appendix 2, the teacher describes them to the pupils, so they have background knowledge about this topic.

Once the basic emotions have been explained, the teacher plays relaxing music (follow this link: [https://www.youtube.com/watch?v=t\\_Kd\\_G7p6ZQ](https://www.youtube.com/watch?v=t_Kd_G7p6ZQ) or choose your own), and the pupils close their eyes.

The teacher **hands out the six emotions to teams** without revealing the emotions given to the other teams. The teacher whispers the selected emotion to each team, whilst giving them a paper displaying the emoticon to keep in mind throughout the activity.

When pupils open their eyes, the team members all know which emotion they have been allocated. With this information, each group must depict this emotion from their seats, using body language and facial expressions (individually and without talking to the rest of the group), for the other groups to guess.

After each depiction, the teacher **asks the pupil questions**, depending on the emotion acted out. These will vary depending on the basic emotion and the same activity will take place with them all:

### Happiness

- What makes you happy?
- Who were you with at the time?
- Why did you laugh? Were they fun moments?
- What did we need to feel good during the lockdown?

### Sadness

- What makes you sad?
- What made you sad during the lockdown?
- What did you do when you felt lonely?
- Who were you with at the time?

### Fear

- What frightened you?
- Did you think you might not go back to school?
- Did you talk your fears through with the people closest to you?

### Surprise

- Did you feel lockdown arrived very suddenly?
- Was it strange having classes with your family?
- Was it strange to spend so much time at home?

### Anger

- Did you get angry during lockdown?
- Why did you get angry?
- With what or whom did you get angry?

### Disgust

- What did you not like during lockdown?
- What there anything else you disliked?

*With this activity, we discover and identify individual and shared emotions as a group.*



## Connect 40 mins.

### Representing emotions

Next, **emotions will be expressed** with a practical session adapted to the age group of the students:

#### **1st and 2nd years of infant education: Emotions lollipop**

There is a printout with different emotions in the Appendix 3. Pupils will be given **the emotion they felt during the lockdown** to colour in and to stick to the lolly stick. Each student can make as many emotions as they need, depending on how they felt.

The teacher asks: “Who felt happy, sad, afraid, excited, rejection, satisfied, etc.?” at which point pupils raise their coloured-in emotions to vote. Undoubtedly the pupils will have experienced almost all the emotions, but this part of the activity will focus on just a few; those that were experienced the most during the lockdown period, for which each pupil can choose more than one emotion.

It is important to show pupils, that even in the same situation, everyone can experience highly different emotions, and that there is no right or wrong answer. **The main aim of performing this introspective task is to identify feelings**, whatever they may be.

In this activity, the teacher asks pupils to explain specific situations in which they have felt these emotions, helping them identify them correctly.

#### **3rd year of infant education: Emotions tube**

In this craft session, **the emotions worked on** are created using a toilet roll tube, felt-tip pens, wool, card and glue, or any other materials suitable for this activity.

Students create the emotion or emotions they want using these materials, so when the teacher asks: “Who has felt happy/sad/afraid/excited...?” the pupils hold up their handicraft with the emotion they have depicted.

For this craft session, pupils cut out the eyes drawn on white and black card (the white circles should be larger than the black ones) and stick them on the top part of the tube. The mouth underneath will vary depending on the desired emotion. Everything else that expresses the emotion they wish to depict can be drawn on. We can add card wings.

In this activity, the teacher asks pupils to explain specific situations in which they have felt these emotions, helping them identify them correctly.

#### **Emoticons**

Some of the emoticons in the Appendix 4 display **various options so the teacher can adapt the material** depending on the pupils’ educational needs.

Pupils colour in the printed emoticons to use as a voting card when the teacher asks them questions. The teacher asks: “Who has felt happy, sad, afraid, excited, etc.?” and the pupils raise their emoticons to vote, and to reflect upon the emotions felt during lockdown.

In this activity, the teacher asks pupils to explain specific situations in which they have felt these emotions and helps them identify them correctly.

**Finally, we use all the knowledge** generated about emotions for the pupils to find the points they have in common with Eddie. To do this, the teacher asks which emotions Eddie may have experienced, to encourage pupils to capture the emotions felt and represented during his story.

The teacher encourages the class to take their cards and choose which connect them to Eddie’s experience.

Once they have been chosen, pupils take it in turns to stand up and put the emotion they feel connects them to Eddie in the same place.

Finally, the video is watched again, and the teacher assists by indicating which emotions are shown.

To help, the class can talk about **how Eddie felt:**

- **Happiness:** When he remembers school.
- **Sadness:** When he realises he cannot go to school.
- **Frightened:** when he talks about the coronavirus being everywhere.
- **Worried:** When he says his friends have a cold.

**We can use this last point to highlight how Eddie is suffering as his right to education is not complete.**



## Transform 30 mins.

### Final activity: Mural

In class, **4 lessons learned during the pandemic** will be projected or handed out on printouts found in the Appendix 5. These lessons have been selected from all those worked on during GAWA 2020 in lockdown and are adapted to each age group.

The teacher reads the different lessons and asks pupils if they have experienced them. The entire class **draws the lessons they have learned from the situation they experienced during lockdown, which we add to the teaching unit work** (both from an emotional focus and as a measure of reflections encountered), along with the elements they feel make an ideal school. They must pool these ideas and identify the most repeated lessons, or those the class wishes to focus on, because at this point, they must choose which to contribute and use later for the centre's mural, explained below.

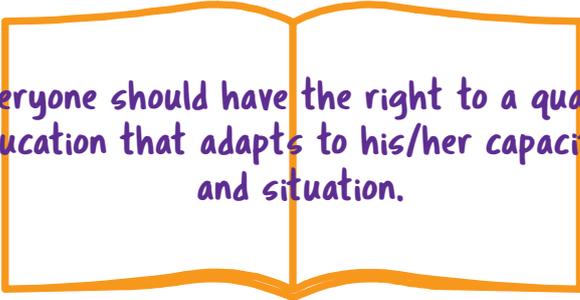
With this, **the time has come during the Global Action Week for Education to create the long-awaited mural!** This year, given the pandemic restrictions, activities held in previous years involving crowds will not be possible. To avoid large groups of people, the education centre should put a day aside during the Global Action Week for Education for pupils to create a mural.

Along with the other groups that have completed the Teaching Unit, the class creates a mural in the school,

where they can share what they have learned, along with Eddie's story and their newly acquired knowledge about emotions. They can **display the characteristics that an ideal school should have.** Once finished, we encourage each school to take a photo of their mural, which will be used to create a final collage with other images from the centres that have participated in GAWA 2021!

To liven up this exercise, teachers can use the following **questions:**

- How many people are in the class?
- Did you know there are other girls and boys of your age than cannot return to class?
- What do you think about this?
- What elements should the ideal school have?
- If you could talk to a politician (people who make decisions), what would you ask them for?



Everyone should have the right to a quality education that adapts to his/her capacities and situation.

 Appendix 1: Thought routine sheet



I see



I think



I ask myself

A large empty rectangular box with a dashed orange border, intended for writing observations.

A large empty rectangular box with a dashed purple border, intended for writing thoughts.

A large empty rectangular box with a dashed green border, intended for writing questions.

## Appendix 2: Explanation of the basic emotions



### Happiness

Pleasurable feeling triggered by a person, wish or thing. It drives us to take action. There are many examples of happiness in children, from eating their favourite biscuits, to seeing their presents on Christmas Day.



### Sadness

Feeling of sorrow associated with a real or imaginary loss. It drives us to ask for help. Situations in which children lose a favourite toy or their pets are ill, are moments of sadness for them.



### Fear

Anticipated insecurity before a danger, whether real or imagined. It helps us survive, as it makes us act more carefully. Coming face to face with some animals or strangers could be examples of fear in children.



### Anger

Rage when things do not go as expected. It drives us to do something to solve a problem. Children have many episodes of anger; when they are sent to bed, when they must tidy up, when parents turn off the television...



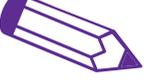
### Disgust

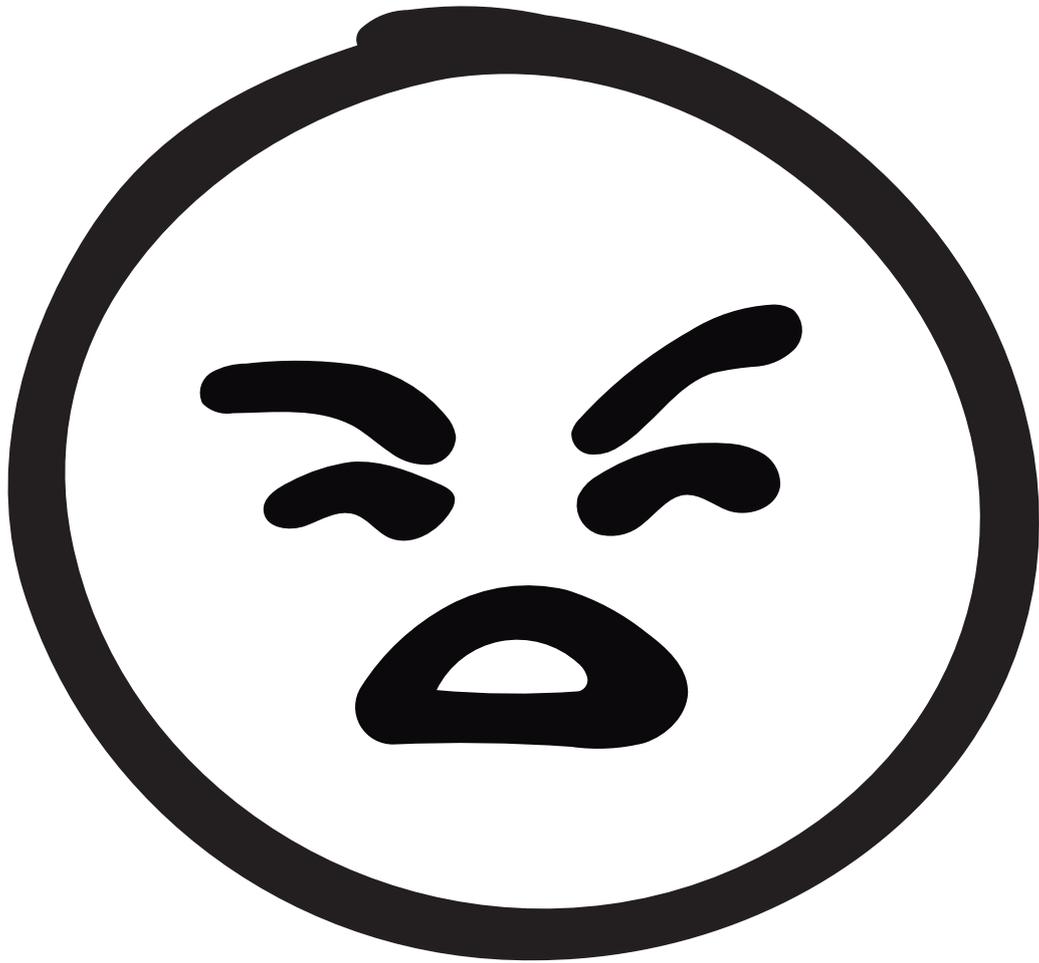
Dislike towards something or someone. It makes us keep away. The most typical example among younger children is with some kinds of food, which cause them disgust and lead them to outright reject the meal.



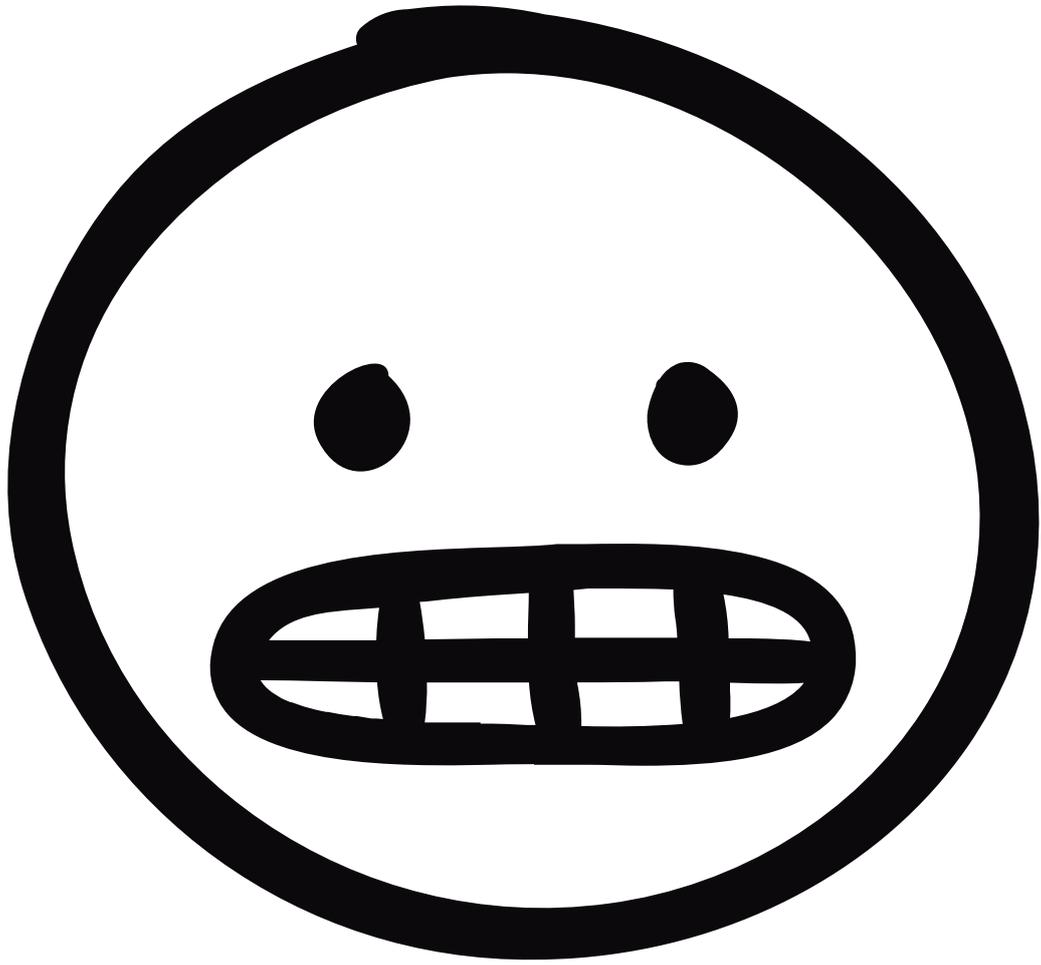
### Surprise

Astonishment, confusion It helps us understand something new because the unknown makes us look for answers. It helps attention, exploration, interest or curiosity.

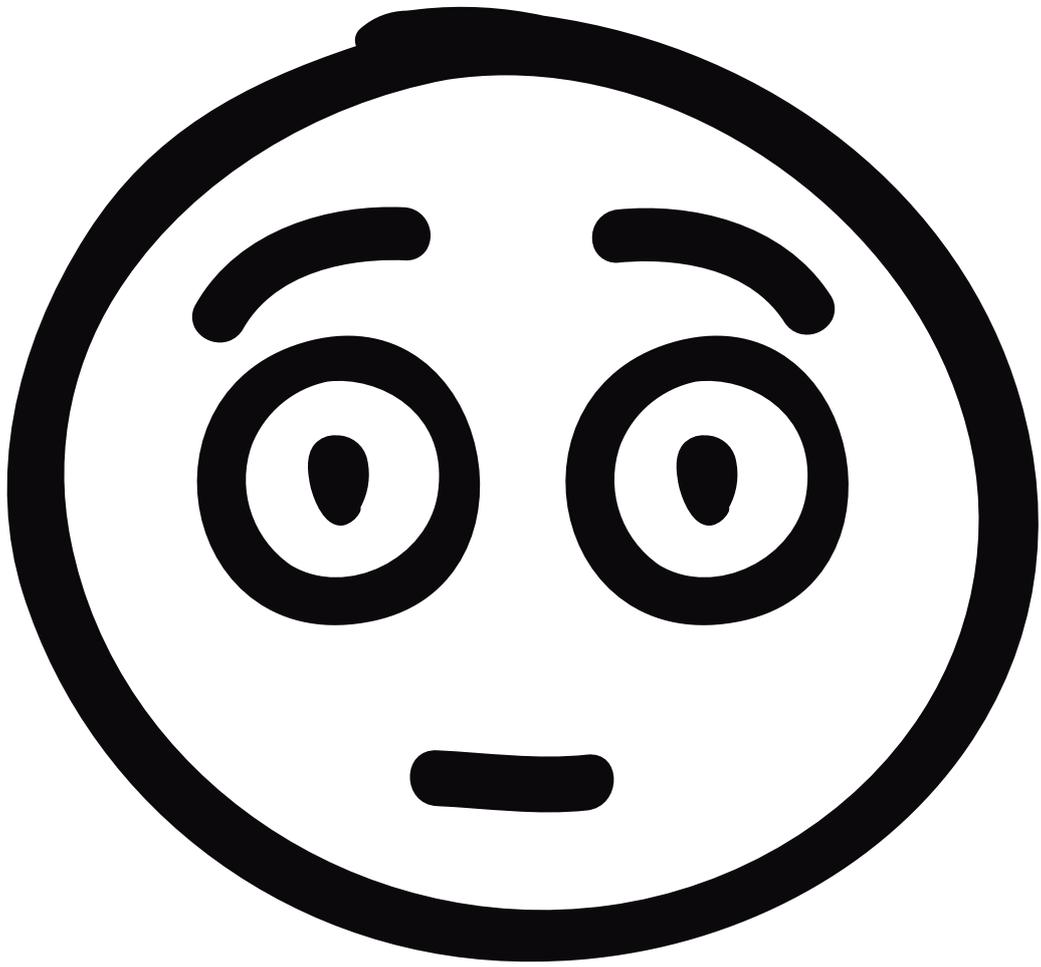
 Appendix 3: Guide to draw or print the emotions on cardboard



Disgust



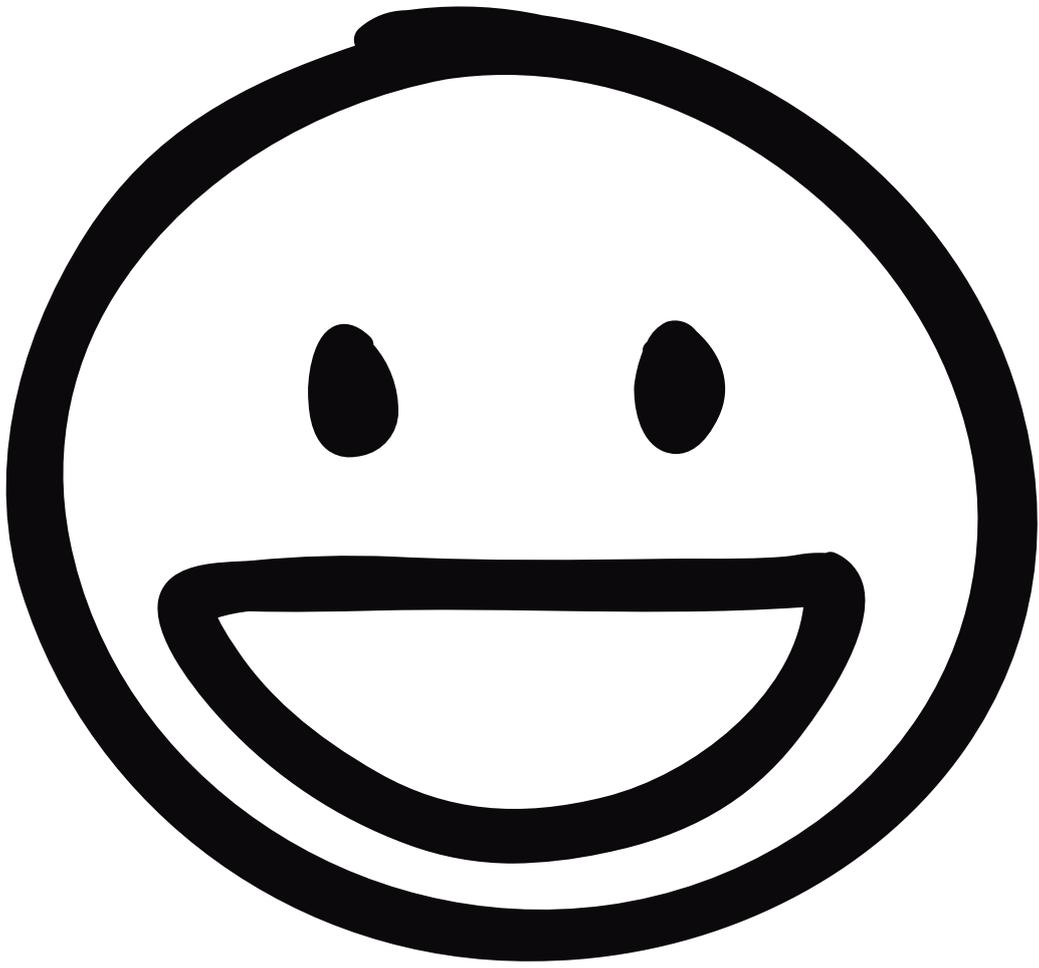
Fear



Surprise



Anger



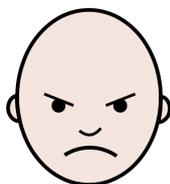
**Happiness**



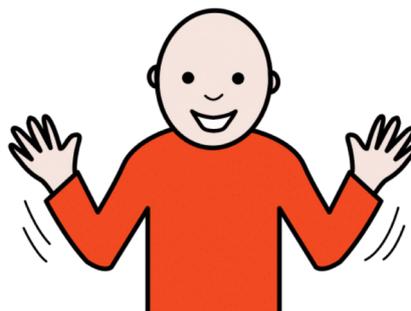
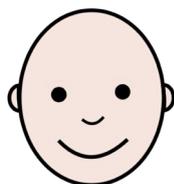
**Sadness**

## Appendix 4: Emoticons

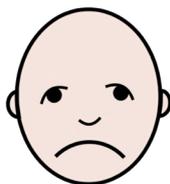
Anger



Happiness



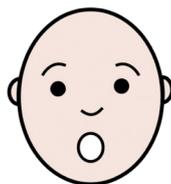
Sadness



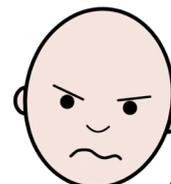
Fear



Surprise



Disgust



## Appendix 5: Best lessons cards

Girls and boys need an education; help us grow - I do not believe this is an option, but an obligation.



The lesson I am learning is how to be strong and keep smiling, no matter how hard it all is, everyone must make an effort.



During the lockdown I was very bored, which is why I realised school is so important and I wanted to go back.



I really enjoy being at home; I am spending more time with my mother and family, but I also miss school.





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