

Synoptic Table

Title	Audience	Overview	Evaluation & Reflection
Human Bingo	<ul style="list-style-type: none"> • Children 10-12 Years Old • Can be adapted for other Age Groups 	<p>With the use of a Human Bingo Sheet ask participants to mingle and fill up their entire sheet with signatures of people who match the different descriptions.</p> <p>Central Moral Value: Love</p>	<p>This Activity aims to encourage participants to get to know each other. In addition will enable them to find similarities with the other members of the group and appreciate diversity and how each and every one brings different characteristics to the team's tapestry.</p>
I am My Own Hero	<ul style="list-style-type: none"> • Children 10-12 Years Old • Can be adapted for other Age Groups 	<p>Prompt the participants to write down their own heroes/ines and their admirable values and/or characteristics.</p> <p>Central Moral Value: Citizenship</p>	<p>This Activity will enable participants to understand that each and every one of us, regardless the gender, carries admirable characteristics and we could become a good example and inspire others to cultivate values and respect.</p>
Love Unites	<ul style="list-style-type: none"> • Children 10-12 Years Old • Can be adapted for other Age Groups 	<p>Using the Appendix ask - participants to contemplate and write down different ways people express love to each other.</p> <p>Central Moral Value: Love</p>	<p>By the end of this Activity, participants should come to the understanding that there are different ways of showing love and that every human being, regardless the gender, deserves to be loved and treated accordingly.</p>
The Recipe of Respect	<ul style="list-style-type: none"> • Children 10-12 Years Old • Can be adapted for other Age Groups 	<p>With the use of a cauldron cook the Recipe of Respect. Ask - participants to write down different examples and/or behaviors linked with respect which you will use as ingredients.</p> <p>Central Moral Value: Respect</p>	<p>This Activity aims to give different examples of how we can exhibit respect to one-another.</p>
Tina and All the Others	<ul style="list-style-type: none"> • Children 10-12 Years Old 	<p>Give participants a Handout with a case study regarding the story of a girl who is different than the norm and how others perceive and react to that.</p> <p>Central Moral Value: Peace</p>	<p>The main focus of this Activity is for participants to comprehend and contemplate on the notion of "diversity". The Activity links the values of respect and collaboration in creating a friendly and peaceful environment that people can flourish.</p>
Just Me Outside of the Box	<ul style="list-style-type: none"> • Children 10-12 Years Old 	<p>Read with the whole group the diary entries of two different students and discuss about their thoughts, feelings and challenges.</p> <p>Central Moral Value: Justice</p>	<p>This Activity aims to help students familiarize themselves with the concept of "authenticity", and how being accepted for who you are can affect your wellbeing greatly.</p>

Activities for Character Education

Activities for Children 10-12 Years Old

Title:	Human Bingo
Duration:	30 – 45 Minutes
Audience:	Children 10-12 Years Old (it can be adapted accordingly for other Age Groups)
Objectives:	<p>This Activity is recommended to be implemented as one of the first 2-3 Activities to encourage - participants to get to know each other or kept as a closing activity near the end of the training, so participants will leave the training feeling energized and positive. This activity will help participants to learn and remember the names of their peers, find qualities that they share or new qualities that each member brings to the team’s tapestry and to realize how important is to feel accepted, loved and acknowledged.</p> <ul style="list-style-type: none"> • Central Moral Value: “Love” • Communication • Teamwork • Peace • Appreciating Diversity • Identifying similarities and differences
Instructions:	<p><u>Materials:</u></p> <ul style="list-style-type: none"> • Pen / Pencils • Bingo Sheets (Appendix) <p><u>Instructions:</u></p> <p>Give everyone a “Human Bingo” Sheet (see sample on page 13). In each box they will find a characteristic or description of something a person possesses. Examples include, “can sing,” “has a brother,” or “has the same birthday</p>



	<p>month as me.” Once everyone has a Bingo Sheet, encourage participants to mingle with each other and ask them to try and fill up their entire sheet with signatures of people who match the different boxes.</p> <p>There is only one rule: No one may sign more than one box on any person’s sheet.</p> <p>Once one of the players has completed their sheet, tell them to find a seat and wait for the rest of the group to finish or until time runs out.</p> <p>When everyone has their sheets completed or the time is up, ask participants to share some things that they have learned about their peers.</p> <p><u>Variation:</u> Create a new Bingo sheet that responds to the needs, interests or shared goals of the group.</p>
<p>Evaluation & Reflection:</p>	<p>Ask - participants to reflect on their feelings after this Activity. You can follow the questions below:</p> <ul style="list-style-type: none"> - What information/characteristic were you least expecting a certain person would have? - What did you learn about your peers after this activity? <p>This Activity aims to promote teamwork, effective communication and to remind participants how important it is investing time into really getting to know the people around you. Furthermore, it shows participants how exhilarating it is to feel appreciated and that others have put in effort to actually map your traits and characteristics. It will enable participants to empathise with each other and find similarities with those around them and maybe spark a conversation on the same topics. In the same light, the activity indorses appreciation for diversity and finding common ground with people that at a first glance you wouldn’t think that you might have similarities with.</p>

References:

Retrieved from:

<http://schools.cms.k12.nc.us/beverlywoodsES/PublishingImages/CaringDecember.pdf>



Please find the Appendix included in the next pages

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HUMAN BINGO

Directions: Find a person who matches a description from one of the boxes below. Have that person sign your Bingo Sheet on the appropriate box's line. Each person can only sign one box per sheet. Try to find a person who matches the description in each box. Note that the "Free" box is automatically signed—no one must sign it. It's a gift to get the game started.

B	I	N	G	O
Can SWIM _____	Likes POTATO CHIPS _____	Eats VEGETABLES _____	Plays SPORTS _____	Has a DOG _____
Has TRAVELED to another COUNTRY _____	Has a SISTER _____	Is a MIDDLE CHILD _____	Has FAMILY member BORN in another COUNTRY _____	Likes CHOCOLATE _____
Can WHISTLE _____	Has a PET other than a CAT or DOG _____	FREE	Can ride a BIKE _____	Has the same BIRTHDAY MONTH as you _____
Likes FLOWERS _____	Likes to DRAW _____	Can READ _____	Runs FAST _____	Likes ICE CREAM _____
Does their HOMEWORK _____	Likes MATH _____	Has the same favorite COLOR as you _____	Has the same EYE COLOR as you _____	Has a BROTHER _____



Title:	I am My Own Hero
Duration:	30 – 45 Minutes
Audience:	Children 10-12 Years Old (it can be adapted accordingly for other Age Groups)
Objectives:	<p>To enable participants to understand that each and every one of us, regardless of gender should be equally respected. Each person carries characteristics that can be admired and appreciated and we can learn a lot by accepting people for what they are and following their example regarding behaviors and/or attitudes we find praiseworthy. Furthermore, it will enable participants to think which of their own characteristics or capabilities they can put in good use so they can contribute to the greater good.</p> <ul style="list-style-type: none"> • Central Moral Value: “Respect” • Love • Self-Respect • Responsibility • Accepting Diversity
Instructions:	<p>Materials:</p> <ul style="list-style-type: none"> • Pen / Pencils • Post It Notes (it is advisable that you avoid colours that might be perceived as reference to gender stereotypes) <p>Instructions:</p> <p>Initiate a discussion about values (you can use the literature review information that you will find in the trainings package).</p> <p>Then, ask students to think and discuss about their own heroes and heroines, people from fiction (books, movies, cartoons), famous people (artists, scientists, politicians, business men and women) or people from their approximate social circle.</p>



	<p>Ask them to write down on the post it's a list with their favorite (or the ones that influenced them or inspire them the most) heroes/oines. Then, you can ask them to choose their most favorite hero/ine and write down three values and/or characteristics of their hero/ine that they find admirable and how those inspire them.</p>
<p>Evaluation & Reflection:</p>	<p>The facilitator is advised to initiate a conversation, where he or she will encourage the participants to challenge gender stereotypes by pointing out that the aforementioned values or characteristics do not indicate the gender of the hero/ine and that regardless of the gender each and every one can be a hero/oine, inspire others and set a good example.</p> <p>Link the hero / heroines with gender stereotypes (masculinity, femininity e.t.c). and include in the conversation the notion of active citizenship, respect towards others and altruism. Explain that all heroes/heroines represent these and other values and that regardless of gender anyone can cultivate those qualities.</p>

References:

Adapted from the: Co- Funded Erasmus + Programme of the European Union: Happiness, Optimism, Positivity and Ethos at Schools (HOPEs), (2016).



Title:	Love Unites
Duration:	30 – 45 Minutes
Audience:	Children 10-12 Years Old (it can be adapted accordingly for other Age Groups)
Objectives:	<p>This Activity aims to encourage participants to express their inner feelings and especially love to others around them. It will enable participants to cultivate the value of love and empathize with other people’s feelings and thoughts. In addition, they will become more supportive, respectful, caring towards others and will create a sense of responsibility and duty.</p> <ul style="list-style-type: none"> • Central Moral Value: “Love” • Respect • Collaboration • Responsibility • Citizenship
Instructions:	<p><u>Materials:</u></p> <ul style="list-style-type: none"> • What is Love? (Appendix) • Pencils / Pens • Blackboard / Board <p><u>Instructions:</u></p> <p>Hand out the worksheets and ask students to think about words, thoughts, actions and different types of love and write them down on the Worksheet. Encourage them to contemplate about what makes them feel loved and in what ways they themselves can show love to other people.</p> <p>Ask them to write down on the worksheet different ways that people show their love to others.</p> <p>Inform them that there are indeed different kinds of love and ways that people exhibit their feelings using a plethora of words, actions, gestures and repetitive</p>



	<p>behaviours. Let them know that love can be: Love for our self, for family members, for friends, between partners, loving a pet or a specific activity.</p> <p>The teacher asks participants to share at least one point they have written down on their worksheets. Ask the participants to try and identify if they can see the similarities and the differences between boys and girls expressing loving feelings.</p> <p>Then, a guided discussion starts based on the “Evaluation and Reflection” section below.</p>
<p>Evaluation & Reflection:</p>	<p>By the end of the activity students should be more aware, that love has no gender as there are different kinds of love, different ways to show it, but there is only one universal meaning of what is and feels like.</p> <p>Explain to students that every human being, boy or a girl, deserves to be loved and treated equally. Explain to students that even within the boy’s group there are boys who share strong differences in the way they love and they may share strong similarities with girls. Similarly, the same thing goes for girls as well.</p> <p>You can use the questions below to guide a conversation around the aforementioned themes:</p> <ul style="list-style-type: none"> - Do you feel surprised when a boy exhibits love for someone more than you would if you saw a girl doing the exact same thing? - What would happen if someone, a boy or a girl loves specific things, topics, or activities which according to the general belief (stereotypes) is more suitable for the opposite gender? (you can use ballet, football, playing with trucks, fashion, to amplify your statement) - Are there ways to exhibit love which are appropriate for one gender and inappropriate for the other? And if yes, why is that? What makes them appropriate or inappropriate for any given gender? <p>Challenge different stereotypes of love and try to explain to students that the stereotypes are linked to society norms and behavioural etiquettes, many of</p>



which are outdated and they are fading with years and decades passing. Briefly mention to them that years ago women had no right to vote, that it was rare or even frowned upon to do any sports if you were a female as they were considered mostly as “masculine activities”, and that in some countries, women were not even allowed to go to school and had no right to formal education. In addition, inform them, that in the past men were not allowed to do any housekeeping related activities and they even refrained from active participation in children’s caregiving and upbringing.

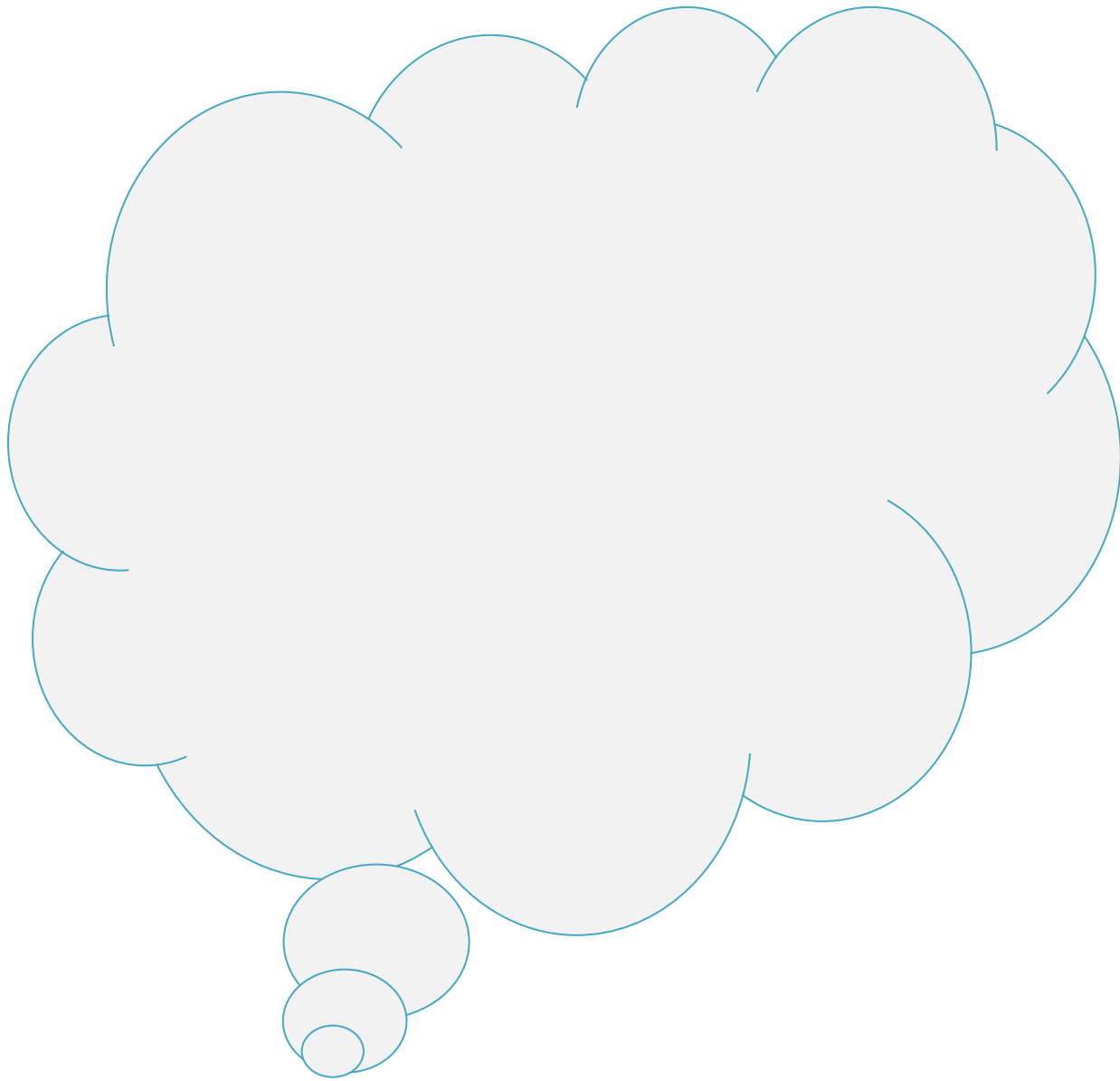
References:

Adapted from the: Co- Funded Erasmus + Programme of the European Union: Happiness, Optimism, Positivity and Ethos at Schools (HOPEs), (2016).

Please find the Appendix included in the next pages



Love Unites



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Title:	The Recipe of Respect
Duration:	30 – 45 Minutes
Audience:	Children 10-12 Years Old (it can be adapted accordingly for other Age Groups)
Objectives:	<p>This Activity aims to help encourage participants to become respectful towards others and will enable them to treasure and cultivate a peaceful environment where each person can grow and expand to their full potential.</p> <ul style="list-style-type: none"> • Central Moral Value: “Peace” • Collaboration • Respect • Harmony • Responsibility • Citizenship
Instructions:	<p><u>Material:</u></p> <ul style="list-style-type: none"> • A Pot / Cauldron • Colorful Post-It Notes <p><u>Instructions:</u></p> <p>Initiate a conversation regarding the theme and importance of “Respect” among the students/participants. You can start by asking them to define what they perceive as “Respect” and give an example of behaviors or attitudes linked with respect and synonymous words or concepts.</p> <p>Hand out the post-it notes. Inform participants that you are planning to cook “Respect” and ask for their support in order to find out the secret recipe of “Respect”. Prompt participants to write down on the post-it notes different examples of “respect” - how a person can show respect to another.</p>



	<p>Allow them a few minutes to think and write down their notes and then pass around the cauldron asking the students to place their post-it notes in it. Whilst gathering the notes, inform them that those would be the ingredients of “Respect”.</p> <p>Afterwards, pass around the pot and one by one each student should pick a post-it and read aloud the “ingredient” – note written on the post-it. Comment or encourage students to elaborate if you find suitable.</p>
<p>Evaluation & Reflection:</p>	<p>The teacher starts a guided discussion about respect and gender. You can use the example questions provided below:</p> <ul style="list-style-type: none"> - How do we show respect to someone who is different from us? (might not be the same age, gender, have different interests) - Is there a difference between showing respect to girls and boys? <p>Also, the discussion needs to include the term of consent:</p> <ul style="list-style-type: none"> - How can we know that someone felt disrespected or not by a certain behaviour and/or comment? - How can we help someone feel accepted and inclusion?



Title: Tina and All the Others	
Duration:	30 – 45 Minutes
Audience:	10-12 Years Old (it can be adapted accordingly for other Age Groups)
Objectives:	<p>Students are expected to gain understanding around the values of respect and collaboration and link the values of respect and collaboration in creating an inclusive, friendly and peaceful environment free of conflict where people can flourish and reach their full potential.</p> <ul style="list-style-type: none"> • Central Moral Value: “Peace” • Respect • Collaboration • Acceptance • Empathy • Harmony • Responsibility
Instructions:	<p><u>Material:</u></p> <ul style="list-style-type: none"> • Tina and All the Others Appendix <p><u>Instructions:</u></p> <p>Pass around the Appendix – Case Study so each student-participant will have a copy. In case that there is a student/participant within the group with the same name “Tina” then please change the name.</p> <p>Firstly, the facilitator should begin a brain storming discussion around the themes of collaboration and respect. The brainstorming discussion is advised to include some topics/questions such as:</p> <ol style="list-style-type: none"> 1. What is respect? 2. What is collaboration? 3. Who wants to share some examples of collaboration and respect?



4. Why it is important for people to be respectful and respected?

The teacher starts a guided discussion about respect and gender. You can use the example questions provided below:

- How do we show respect to someone who is different than us? (might not be the same age, gender, have different interests)
- Is there a difference between showing respect to girls and boys?

Also, the discussion needs to include the term of consent:

- How can we know that someone felt disrespected or not by a certain behaviour and/or comment?
- How can we help someone feel accepted and inclusion?
- Can you think some problems / difficulties which might arise in the absence of respect?
- Can you think some problems / difficulties which might arise in the absence of collaboration?
- Could you please provide some examples when people do not respect each other?
- Could provide some examples when people do not collaborate effectively?

When the brainstorming and guided discussion are completed, the facilitator should hand out the Appendix sheets and he/she wants to can separate students into groups (according to the audience number you can separate the class into 2, 3 or 4 smaller groups) or ask the students to read individually the story included in the Appendix .

Give a few minutes to students to read the story and then initiate a conversation about it. It is extremely important that the teachers will find ways to connect the values of respect, collaboration and diversity and to challenge different stereotype that might prevent people to treat each person



	<p>equally.</p> <p>Find some suggested guidelines/questions provided below:</p> <ol style="list-style-type: none"> 1. Contemplate the story you read and Tina’s everyday school routine. How do you think she might feel and why? 2. What do you think Tina’s classmate think and feel about her? 3. What can Angela do so that she can help Tina make new friends? 4. If Tina’s classmates were more aware regarding the values of respect and collaboration, what do you think they would do differently? 5. In the case that a boy was the only boy in the class how might he feel like? Do you think it would be easy or difficult for him? 6. Give ideas and suggestions on how we can build respect and collaboration among boys and girls. <p>Ask students to perform different short role plays based on the case study vignette. Ask the students to alter the story or come up with a sequence that will change the course of the story in such a manner that it will lead to a happy ending.</p>
<p>Evaluation & Reflection:</p>	<p>After - students do the role play activity, the facilitator should enable the participants to contemplate and absorb all the information they received during the activity regarding the meaning and notion of “diversity”. Highlight that “diversity” is an important aspect of everyday life and it cannot be overlooked.</p> <p>Similarly challenge and reframe different gender stereotypes, religion, race, social economic status, gender, body type, appearance etc. Point out that in the absence or respect and collaboration it would be impossible for people to live harmoniously and be able to grow, develop and reach their full potential.</p>

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Tina and all the Others

“... Tina is ten-year-old girl who has just moved at the end of the street. She has recently started attending the fifth grade of her new school. Tina is different than the other girls and she is also different than the other boys, though she is really pretty. At home, she spends a significant amount of time playing basketball and three times a week she has basketball classes with some other girls and boys. She really enjoys playing basketball. She feels strong and free when she plays basketball. Sometimes, really early at night, before she goes to bed, she watches the basketball matches. Unfortunately, Tina, does not feel as happy playing basketball when she is at her new school. At home they are asking her if she made any new friends but most of the time, she doesn't reply to them. Tina thinks that the reason that she does not make any friends is because she shares some similarities with boys, and some differences with girls. A student from her class is thinking about approaching Tina and asking her to play basketball together. Although, he is afraid that some other boys might start teasing that he plays basketball with a girl and this girl might be better than him”



Title: Just ME Outside of the Box	
Duration:	30 – 45 Minutes
Audience:	Children 10-12 Years Old
Objectives:	<p>This Activity aims to help students to familiarize themselves with the concept of “authenticity”. In an attempt to eliminate and exclude any gender stereotypical characteristics, this activity aims to teach students to appreciate in others and cultivate themselves the qualities of authenticity, acceptance, diversity, justice, altruism and inclusion.</p> <ul style="list-style-type: none"> • Central Moral Value: “Justice” • Authenticity • Respect • Acceptance • Diversity • Inclusion
Instructions:	<p><u>Materials:</u></p> <ul style="list-style-type: none"> • Appendix <p><u>Instructions:</u></p> <p>Firstly, the facilitator should inform - participants that all together they will discuss some extracts of two different student’s diaries. It is very important to not imply or give any clue regarding the gender of the students who supposedly wrote the aforementioned diary entries.</p> <p>Asks from a student to read My Diary, Tuesday 18th and My Diary, Friday the 20th aloud for the whole class to hear.</p> <p>After, the facilitator should initiate a discussion among the participants regarding the diary entries and how the people who wrote them feel.</p> <p>Some suggested questions could be:</p>



	<ol style="list-style-type: none"> 1. Based on the first diary, describe in which situation the student currently is. 2. According to the first entry, how is the student feeling about the aforementioned situation? 3. Make the same questions for the Second Diary Entry. <p>Now ask the participants to imagine that they are a teacher and the students who wrote those diaries are coming to you for advice regarding the issues and challenges they are currently facing mentioned in their diary entries:</p> <ol style="list-style-type: none"> 1. Based on the value of Justice what would you say to those students? 2. Based on the values of justice and respect how should other students should act towards those two students? 3. Do you think that other people have a responsibility towards those two students? And if yes what kind of responsibility and why?
<p>Evaluation & Reflection:</p>	<p>During the evaluation process, the facilitator is advised to initiate a discussion regarding the gender of two aforementioned students. Most probably by that point students will be wondering about the gender or the names of those two students. On the same note the facilitator can ask - participants if it is important to know / find out the gender of the students and why?</p> <p>Elaborate on that and explain to - participants that regardless of gender we all have the right to be ourselves, to be treated equally and to have equal opportunities, at home, at school, for hobbies, leisure time e.t.c. Also, that we all have responsibility to share this message and values and make sure that we set an example with our behavior by treating everybody equally with respect and integrity.</p>

Please find the Appendix included in the next pages



Thoughts and Feelings of a Student

“Today I had to deal again with the same thing”

“I feel a bit lonely and scared sometimes”

“I think I might need to talk to someone....”

“I don’t understand we they are doing this.... I am different... but I am still a beautiful person...”

“They all gathered around me and they were telling me different things Maybe I should do something about things Who can I talk and get support?”

“Is this so bad if I don’t like the same staff as other children in my classroom...”



Diary Tuesday the 18th and Friday the 20th

Dear Diary,

Tuesday the 18th,

“... Again, the same difficult day All over again... I wanted to play the way I want to, but I couldn't, I wanted to speak with the people the way I want to but I couldn't... I just want to be myself... why people cannot understand that is me.... I am just like others.... What's wrong if I really like playing and discussing mostly with girls and not that much with boys.... What's wrong with not liking maths and preferring literature and languages”

Dear Diary,

Friday the 20th,

“... Why do I have to explain to everyone why I want to go to karate and why I really enjoy football People do not see me as I am, and they expect me to do different things I am a strong, determined person and I can perform equally well in different sports and people tend to be surprised because of that....”

