



Activity Booklet

Learning to Live Together

An Activity Booklet for Children during
the Covid-19 Pandemic

For Children Aged 4 to 18

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Arigatou International — Geneva

Photos

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INTRODUCTION



The current situation in the world with the COVID-19 pandemic has forced millions of children out of school. Parents and caregivers are now called, more than ever, to take care of their children's physical, cognitive, socio-emotional and spiritual needs from home, while they also struggle to keep working and stay mentally and emotionally healthy themselves.

Despite the challenges that this situation poses, this time together can be a precious opportunity to strengthen family bonds, nurture children's spirituality, and provide learning opportunities for them to reflect on ethical challenges, develop their imagination, critical thinking, and think of concrete ways they can still connect with one another, while still practicing safe social distancing.

This booklet suggests a variety of fun, educational activities for families and children, adapted from the [Learning to Live Together program](#) developed by Ethics Education for Children, an initiative of Arigatou International.

Learning to Live Together was launched in 2008 and since then has reached over 410 thousand children from diverse ethnic, social, cultural and religious backgrounds in more than 40 countries around the world.

The activities in this booklet can be done at home in the family context with your children at your own pace. It includes not only activities from the Learning to Live Together manual, but also some suggested by Ethics Education facilitators who work with children and youth.

All of the suggested activities are listed below. If you would like more detailed information, please refer to the Learning to Live Together manual, which you can find online by clicking [here](#).

ACTIVITIES



The suggested activities in this booklet are designed for children from 4 to 18 years old. They are organized in two sections: 4 to 11, and 12 to 18. However, some of the activities are fine for children of all ages. Under each activity you will find information on the activity's objective, appropriate age, and materials needed, along with instructions on how to do the activity.

Some considerations as you select activities:

- You can customise all of these activities for your family. You can add or shorten questions, and you can add your own resources to adapt to your children's needs and context.
- There is no time limit for each activity. Spend the time you find appropriate, adjusted to the child's pace.
- There is no pre-defined order for the activities. We encourage you to check all the activities before you start and decide the order you want to do them in.
- Whenever possible, invite all family members to join and enjoy the activity together.

Objective:

Encourage children to reflect on their lives, who they are, their roots, who and what contributes to who they are and want to be.

Materials:

Blank sheets of paper for drawing on, coloured pens or markers.

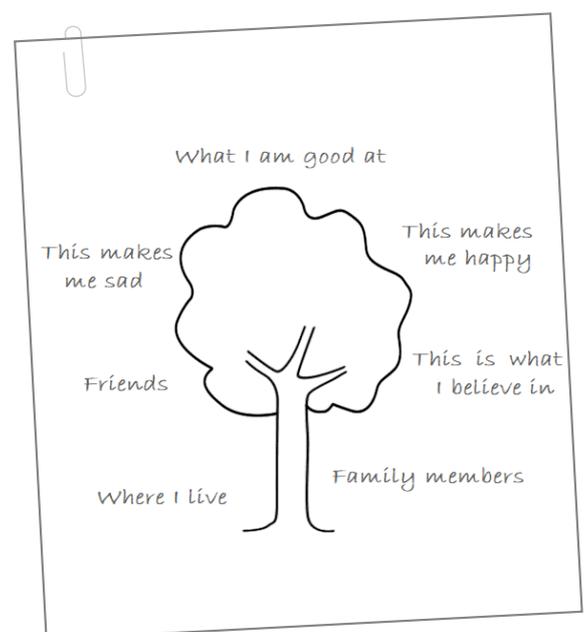
Recommendation: You can do this activity with one child or several children at home. You can also share with other families who wish to do it in their homes, and children can tell each other about what they did, on the phone or on an online call or on social media. If you do it alone with your child, make sure that you participate as well and that you draw your own tree.

How you can do it:

1. Give children a blank sheet of paper and some coloured pens.
2. Ask them to draw a tree, to represent him or herself.
3. When they have finished, you can ask some of the following questions. Children can either write or draw something that represents their answers on the tree. With younger children ages 4 to 7, you can propose to them to draw the tree and then you can ask the questions, inviting children to draw their answers or something symbolic.

For visually impaired children, you may ask the child to imagine a beautiful tree that represents him/her and to describe the tree for you. They can then share their answers when talking with you.

- Where do you live? One thing you like the most about the community you live in.
- With whom do you live?
- What do you enjoy doing the most with the family?
- Who are your closest friends? What do you enjoy doing the most with them?
- What are you really good at? It can be drawing, singing, playing an instrument, being a great listener, ready to help when someone needs, or anything else.
- What things do you do that are fun and that you really enjoy?
- When you grow up, what do you want to do as a job/profession?
- Do you have a dream that you wish it would come true?



4. Ask them to put the information on the tree, wherever they want.
5. After finishing, ask them to share with each other what they wrote, and discuss similarities and differences.
6. Finish the activity with a reflection about each person's uniqueness and how much we shared with others.

YOUR SILHOUETTE IS MINE

AGE GROUP
4 - 11

Objective:

Help children understand and appreciate other people's perspectives by putting themselves in the shoes of others.

Materials:

Large body-sized sheets of paper (use several sheets of paper from a flip chart, the back of a roll of wallpaper or equivalent), coloured pens or markers, soft music.

Recommendation: This activity is made in pairs. If you have only one child, one of the parents can join. You can also share with other parents who wish to do it in their homes, and children can share on a call what they did.

How you can do it:

1. Each person will get a sheet of the body-sized paper.
2. One person will lay down on the paper on the floor, and the other will draw his/her silhouette with a pen. When ready, switch to make the other person's silhouette.
3. When you have completed the silhouettes, each person is asked to write on their own silhouette the following information:

Make sure to connect the topics with something concrete they can relate to:

- Head: Something you think about these days at home. What are you thinking now?
- Heart: How do you feel being at home with the family?
- Stomach: Something you really need to say, do or have these days
- Hands: What did you enjoy the most doing these days? What would you still like to do?
- Legs: An activity that you have discovered/learnt or something you still want to learn.

For visually impaired children, the child may be able to draw the silhouette and someone else can either write the answer, or have a conversation about the different topics and then follow with the proposed exercise.

4. After completed, each person will share the information with the partner and describe each thought, feeling, need, activity they like or have discovered, without explaining why.
5. Once you have shared what is written on the silhouettes, lie down in each other's silhouettes, close your eyes and imagine that you are the other person. The parent can play soft music and initiate some reflection by asking the participants to 'leave yourself behind for a few minutes and see if you can imagine being your partner', to try to think the other's thoughts, to feel the other's needs, to want what the other wants, and to imagine doing the activities that their partner enjoys.
6. At the end, reflect together on the importance of trying to understand what the other person feels, particularly during this difficult time, and when you are spending more time together at home. At times we do not communicate how we feel verbally but it can be perceived by others through our actions and behaviours. We should try to understand how others feel and what is causing it.

Objective:

Help children be fully immersed in the present moment, be focused and calm the mind down, while connecting with a higher self. During days and times of anxiety and uncertainty, it is particularly important to help children imagine new realities, express difficult emotions, and find joy and positivity.

Materials:

Blank sheets of paper for drawing on, coloured pens or markers, or paint.

Recommendation: You can do this activity with one child or several at home. You can also share with other families who wish to do it in their homes, and children can tell each other about what they did, on the phone or on an online call. If you do it alone with your child, make sure that you also paint your own.

How you can do it:

1. Create a conducive environment with a quiet space to draw where there will not be interruptions or noise to disrupt.
2. You can do it on a balcony or in any outside space of the house to be in contact with nature as much as possible.
3. Give the child as much time as he/she wants.
4. Once finalised, spend some time together showing the drawings to each other and talking about them.



Objective:

Encourage children to express emotions and ideas in a safe and joyful environment about topics close to their reality: at home, community, or school.

This activity can strengthen children's critical thinking and awareness of their own reality and issues affecting them and the world.

Materials:

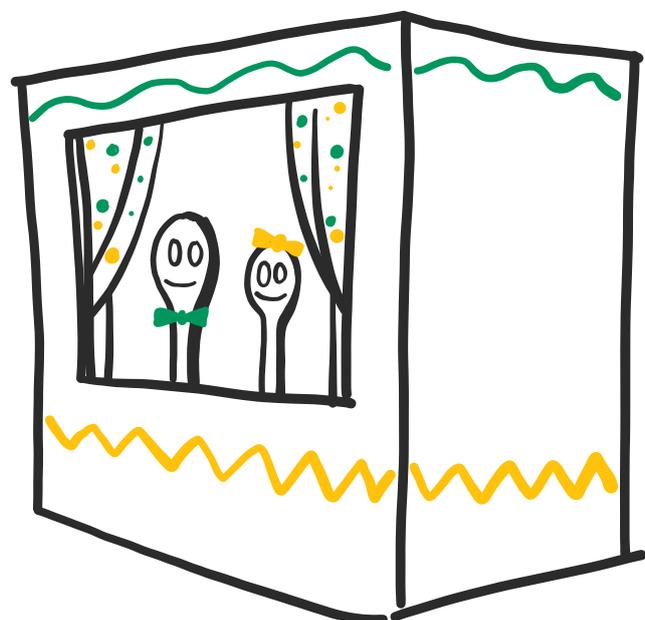
A cardboard box. Prepare the stand and puppets together. [Get some ideas here.](#) Use your kids' toys as puppets or build new ones from kitchen spoons

Recommendation: You can do this activity with one child or several children at home.

How you can do it:

Choose a story about something relevant, such as the current worldwide situation regarding COVID-19. You can also ask children to choose the topic they would like the puppets to talk about.

1. Present the characters and introduce the story. Ask children to introduce themselves.
2. To make the activity interactive, pose questions to the children that encourage them to share questions they have and what they know about the topic. Clarify any fear, doubt, or misunderstanding they may have.
3. Note: we encourage you to invite children to run the show, giving them time to prepare, choose the topic and tell the story. It helps nurture imagination and their sense of self-competency, and it allows them to freely express their ideas, concerns and emotions.
4. Finish the activity, asking children one thing they learned from the story.



WRITING LETTERS TO NEIGHBOURS OR FAMILY MEMBERS

AGE GROUP
4 - 11

Objective:

Foster solidarity, a sense of interconnectedness and responsibility with one another.

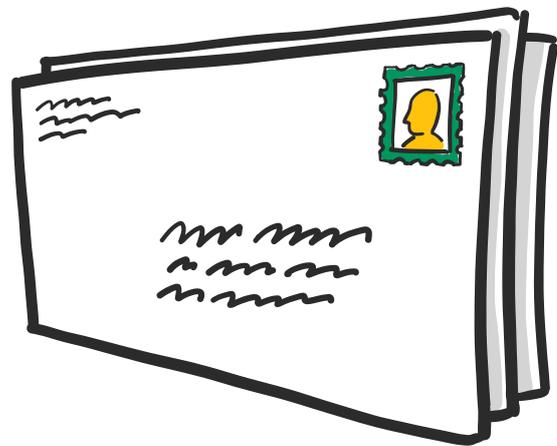
Materials:

Blank sheets of paper for drawing or writing on, coloured pens or markers.

Recommendation: You can do this activity with one child or several children at home.

How you can do it:

1. Introduce the idea to the children by exploring the concept of solidarity and its importance during these times. Build on children's own perspective how they understand the concept of solidarity and ideas they associate it with.
2. Invite them to write a letter to their neighbours or family members.
3. Help them to identify and decide on the message they would like to share and with whom.
4. Younger children can draw. Parents can help writing a simple message they would like to share.
5. In case you have elder neighbours that live alone, you can drop the letter outside their door, to avoid physical contact, or put it in the mailbox. Wait for them to reply to the child. If appropriate, invite the child to send another letter one more time to continue caring for the well-being of their neighbours.
6. If the child chooses to send a letter to family members, you can take photos and share online, or you can post them.



Objective:

Allow children to develop their self-competency and collaborative skills. Strengthen children's self-reflection and awareness of the interdependence and impact of their decisions and habits.

Materials:

Materials: Blank sheets of paper for writing on, pens and food adjusted to what you decide to cook and have available.

Recommendation: You can do this activity with one child or several children at home.

How you can do it:

1. Give the children some choices of what to cook, and together decide and select what you will cook.
2. Ask children to wash their hands and get ready to cook together.
3. Take out all the ingredients and, as you wash them, talk about where the ingredients come from and who made them, where it was produced and who contributed to its production. You can also ask how nature contributed to its growth, how the food comes to their table and how far it travelled to get there. You can ask different questions for the different ingredients.
4. Encourage children to take the lead in the cooking process, according to their evolving capacities, and enjoy cooking together.
5. Serve the food together and reflect on the impact that what we eat has on the planet, our community, and our health, and how we can foster habits that are conscious, healthy and planet friendly.



Objective:

Create an opportunity for children to deeply connect with themselves, reflect on who they are and want to be, and learn to calm down and connect with the Divine, God, or the Transcendent in their lives.

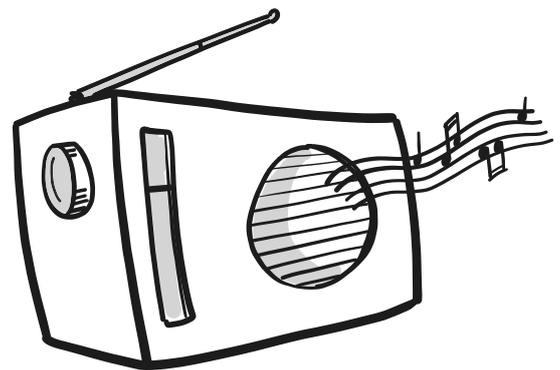
Materials:

Calm and relaxing music, instruments, speakers and a quiet place to sit.

Recommendation: You can do this activity with one child or several children at home.

How you can do it:

1. Find or create a special and quiet space in the house. It can be a balcony, a garden or a space in the house that transmits calmness to the child.
2. Set the scene: light some candles, prepare a comfortable place to sit and choose together some music that conveys calmness. If someone plays an instrument, this can also be an alternative.
3. For around 5 - 30 minutes — depending on the age and attention span of the children — sit quietly and just listen to the music.
4. If you find a guided meditation more suitable, guide the children by saying words like the following during the time of meditation:
 1. Focus on your breath. Take long, deep breaths and notice the air filling your lungs. Be aware of how it makes you feel.
 2. Focus on what you hear, the many sounds around you.
 3. Focus on your heart, how it is beating and things you are feeling: happiness, sadness, tiredness, or any other feeling.
5. End the meditation in a circle, just being together and sharing about the experience.
6. This is always a great way to start or end the day, you can start with a brief time and make it longer as children's focus expands.



Objective:

Create an opportunity for children to deeply connect with and appreciate themselves, and to calm their mind and emotions.

Materials:

A mat, soft carpet, or stack of soft towels, and comfortable clothes

Recommendation: You can do this activity with one child or several children at home.

How you can do it:

1. Introduce children to the idea of yoga — exercises to relax and feel connected to themselves.
2. [You can use this website](#) to access a guided yoga exercise with a story for children, and choose according to the child's age.
3. Once children finish, ask them to share how they felt, what was easy and difficult, what was new and how it helped them stay focused, calm and connected.



Objective:

Appreciate the diversity in nature and expand and explore the child's sense of responsibility to care for our planet.

Materials:

Gardening tools

Recommendation: You can do this activity with one child or several children at home.

How you can do it:

1. Introduce the activity inviting children together with other family members to explore and take care of the garden.
2. Once in the garden, invite all to freely move around and identify different trees/leaves/flowers and observe the diversity of sizes, shapes, colours, smells and texture.
3. As you clean the garden and remove weeds, you can discuss together: How many different types of plants are in the garden? Do they all look the same? Do they need the same things to grow? Do they depend on each other? What contributes to healthy growth of the plants in the garden? What can stop them from growing? What is our responsibility? What must we do?
4. Compare the garden with our world today, particularly with the challenges we face with the COVID-19 pandemic. Reflect together with children on how together you could take care of the world today as much as you take care of the garden, and how you can take care of others as much as you take care of the plants in the garden. Think of something specific you can do together as a family to make the world around you a better place.



Objective:

Provide opportunities for children to deeply interact with themselves, to wonder why and how things happen, and to acknowledge what they know and how they feel, while expanding their understanding of themselves, others and the world.

Materials:

A plain notebook or blank sheets of paper folded as a booklet, coloured markers and a pen.

Recommendation: This activity is made in pairs. If you have only one child, one of the parents can join. You can also share with other parents who wish to do it in their homes, and children can share on a call what they did.

How you can do it:

1. Introduce the concept of using a special journal or notebook to the child: It is a private 'friend', to whom they can talk, share ideas, thoughts, feelings, challenges and learnings as they go through the day. They can express themselves with the 'friend' through drawings, writing, collage, or simply talking. Children shall be reassured that it is private and that no one else will ever read it or force them to share what they have written in the friend/journal. Of course, if they wish, they can share.
2. Create the journal together and let the child decorate it and give it a name.
3. When to use it: The child can use it freely during the day whenever they want to write down a learning, new idea, challenge, feeling, etc. Make sure to intentionally invite and create at least one moment during the day for the child to write in their journal.
4. Here are some ideas of what to write in it:
 1. Write or draw one thing you feel grateful for today
 2. Share an emotion for the day. What did you do when you felt that way?
 3. Something new that you have learned — to do, to build – that you have discovered
 4. Something you learned about yourself
 5. Something you want to do
 6. Something difficult

TREASURE HUNT

AGE GROUP
4 - 11

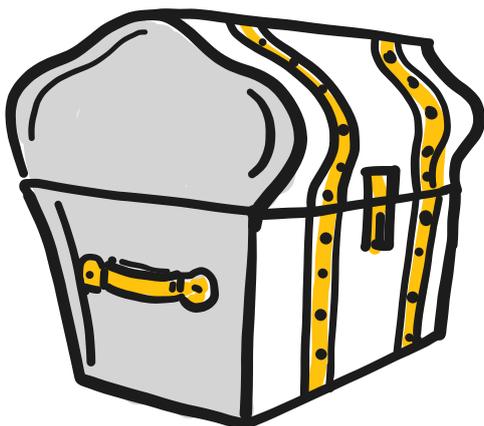
Objective:

To strengthen collaborative skills and bring joy and fun.

Recommendation: You can do this activity with one child or several children at home.

How you can do it:

1. Prepare different places in your house for the treasure hunt. The way you will do it will depend on the type of home you have. [Check this Website](#) for diverse ideas that you can learn from and adapt.
2. Once you finish the treasure hunt, sit together and reflect: How did it go? What part was the most fun? How did you support each other? What was difficult?
3. Encourage children to organise the following treasure hunt!



Objective:

Strengthen care for each other, and nurture values in the home environment.

Materials:

Big piece of cardboard, crayons, scissor, ruler.

Recommendation: You can do this activity with one child or several children at home.

How you can do it:

1. Together make a one-month calendar, with one blank box for each of the days in the month.
2. Together explore and identify one action for each day to look after yourself and each other as we face this global crisis together. It can be simple individual or collective actions that children find important to protect and take care of each other. Write one action in each day of the month.
3. Here are some examples you can use:
 - Reach out to some elder neighbours
 - Build a love tree to leave positive notes to each other on every day
 - Call someone who the children love
 - Find positive news in the media and share them with your family and friends
 - Connect with nature. Go to the garden/balcony, breath and appreciate the sounds, what you see, hear and touch
 - Thank three people you are grateful for and tell them why
 - Do physical exercise together
 - Respond with love and kindness to everyone we interact and with ourselves too
 - Do two acts of kindness today to help others
 - Learn something new
 - Dance together
 - Hug each other and share how you are feeling
4. Each day, throughout the month, put a checkmark on the day after the action is done.
5. At the end of the month, finish the calendar exercise by reflecting on how small actions can change the world!

Objective:

Identify and explore emotions and learn how to cope with them.

Materials:

Paper and pens, lots of rolls or lengths of coloured thread, adhesive tape, several pairs of scissors.

Recommendation: You can do this activity with one child or several at home. You can also share with other families who wish to do it in their homes, and children can tell each other about what they did, on the phone or on an online call.

It is important that children feel safe to genuinely share about their emotions. The adults are encouraged to share their emotions too, which helps build this openness for genuine sharing.

How you can do it:

1. Ask children to draw a star with five points – provide a template or diagram to copy so that all stars have five points.
Share with the children that all emotions are inside us. Life events, people we relate with, animals we care for, nature, things we see or hear, make us feel in very different ways. Emotions live all the time inside us and no emotion is right or wrong.
2. Ask children to feel free to share what comes to their mind and heart through writing or drawing the following in each point of the star:
 - Centre of the Star – an emotion you are feeling strongly these days
 - In clockwise order – (1) Something that can make you feel sad. Have you felt it these days? When and why? (2) What makes you really happy? Why? Have you felt really happy these days? When? (3) What can at times make you feel ashamed? Did it happen these days? When and why? (4) Have you felt angry these days? Why? (5) Did you feel any fear, something that scared you these days? Why?
3. When children complete their star, sit in a circle and invite them to share about what they wrote. Ask everyone to paste their star to a big piece of paper on the floor, or just tape them to the floor temporarily. If there are more than three people, including yourself, give each person a roll of coloured thread, and ask them to use it to link the points of their star to the points of others' stars that had a similar feeling, until each emotion — sad, happy, ashamed, angry, and afraid — is connected from star to star.
4. If you are doing this activity with only one child, try to share it with other children online. First ask the child to work on the star alone, and when children are connected, ask them to share about what they wrote. Then, on paper, write one similarity and one difference with at least two people. If alone, you could also ask the child to identify what you both have in common, or similar and different emotions experienced.
5. Look at how many points of the stars remain unlinked — are these feelings unique to specific participants? Reflect on those feelings and whether you have felt them as well some times. Ask children to think about how they can support those who feel sad or upset.
6. As an alternative, children can also share as they finish each point of the star, if the attention span of this age group is shorter. They can also role-play the emotions as they go through each point of the star. You can ask: How do we show this emotion? How does the body feel when this emotion comes?
7. You can conclude by creating an emotions tree with feelings in each leaf so that, every day, in the family, children can pick a leaf, and identify how they feel. You can take this opportunity for children to share how they felt during the day and what they did about it.

Objective:

Get participants to stand for what they believe in. To allow participants to reflect on their own beliefs and discover those of others.

Materials:

Appropriate materials are needed to make a line down the centre of the room or playground, e.g., chalk, adhesive tape, a roll of cloth. Two large signs marked 'I agree' and 'I disagree'.

Recommendation: You can do this activity with one child or several children at home. Involve parents and other family members.

How you can do it:

1. Draw a line down the centre of the room and put the two signs on either end. Ask children to line up along the centreline facing you. Instruct them to respond to a series of statements by moving closer to the sign that matches their opinion, agree or disagree.

Read out a few statements — here are some examples:

- All children should be able to go to school
- During an emergency, children should not be allowed to go to school
- Children can only learn in school
- All children should have access to learning while not attending school
- During this time everyone should keep physical distance from others to avoid further spread of the coronavirus
- All children should live with their families
- All children live in peaceful families
- Everyone should protect and respect the environment
- I do not cause harm to the planet

These questions are phrased so that children may find themselves with contradictory positions, which should encourage reflection.

2. When you have finished reading out the statements, have the children sit in a circle and ask some of them to talk about their answers. Discuss some of the issues that they did not understand or felt confused about, and why.

A major point to come out of the discussion is that the world is not simple and that it is not always easy to take a stand on issues or decide what to believe.

Conclude the exercise by emphasising how people have different beliefs and ideas and how those beliefs and opinions should be respected, even though we may not all have the same ones.

Objective:

Encourage children to reflect on their lives, who they are, their roots, who and what contributes to who they are and want to be.

Materials:

Blank sheets of paper for drawing on, coloured pens or markers.

Recommendation: You can do this activity with one child or several at home. You can also share with other parents who wish to do it in their homes, and children can tell each other about what they did, on the phone or on an online call. If you do it alone with your child, make sure that you participate as well and that you draw your own tree.

How you can do it:

1. Give children a blank sheet of paper and some coloured pens
2. Ask them each to draw a tree, to represent themselves
3. When they have finished, ask them to think of information about themselves that they would like to write around the tree. These are some of the things they might suggest:

- Where I live.
- Places where I have lived previously.
 - Family members.
 - Friends.
- What I am good at.
 - This is what I like to do.
 - This makes me happy.
 - This makes me sad.
 - This is what I believe in.
- When I grow up, I want to be...



4. Ask them to put the information on the tree as they think it belongs. For instance, where I live can be written on the roots.
5. After finishing, ask them to share with each other what they wrote and discuss similarities and differences.

Finish the activity with a reflection about each person's uniqueness as well as how much we all have in common with others.

YOUR SILHOUETTE IS MINE

AGE GROUP
12 - 18

Objective:

Help children understand and appreciate other people's perspectives by putting themselves in the shoes of others.

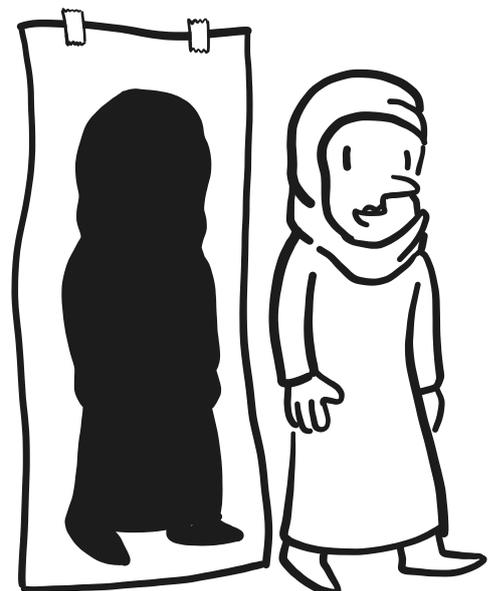
Materials:

Large body-sized sheets of paper (use several sheets of paper from a flip chart, the back of a roll of wallpaper or equivalent), coloured pens or markers, soft music.

Recommendation: This activity is done in pairs. If you have only one child, one of the parents can join. You can also share with other parents who wish to do it in their homes, and children can tell each other about what they did, on the phone or on an online call.

How you can do it:

1. Each person will get a sheet of the body-sized paper.
2. One person will lay down on the paper on the floor, and the other will draw his/her silhouette with a pen. When ready, switch to make the other person's silhouette.
3. When you have completed the silhouettes, each person is asked to write on their own silhouette the following information:
 - On the head: a thought
 - On the breast (heart): a feeling
 - On the stomach: a need
 - On the hands: a desire to do something
 - On the legs: an activity you like or enjoy.
4. After completed, each person shares the information with the partner and describes each thought, feeling, need, desire or activity they like, without explaining why.
5. Once you have shared what is written on the silhouettes, lie down in each other's silhouettes, close your eyes and imagine that you are the other person. The parent can play soft music and initiate the reflection by asking the participants to 'leave yourself behind for a few minutes and see if you can imagine being your partner', to try to think the other's thoughts, to feel the other's need, to desire what the other desires, and to imagine doing the activities that their partner enjoys.
6. At the end, reflect together on the importance of trying to understand what the other person feels, particularly during this difficult time, and when you are spending more time together at home. At times we do not communicate how we feel verbally but it can be perceived by others through our actions and behaviours. We should try to understand how others feel and what is causing it.



Objective:

Help children map and explore the reality of the world, the issues, and the challenges children face and reflect on what happens when we fail to understand and be in solidarity with one another.

Materials:

Several old newspapers and magazines, scissors and glue, about two metres or more of paper or cloth (the reverse of a roll of wallpaper or a couple of large sheets joined together), coloured pens or markers, non-toxic coloured sprays.

Recommendation: You can do this activity with one child or several at home. You can also share with other parents who wish to do it in their homes, and children can tell each other about what they did, on the phone or on an online call.

How you can do it:

1. Put the long piece of paper or cloth on the floor. With a black marker, draw together bricks and other details on the paper so that it looks like a street wall.
2. Share newspapers, magazines and printed material and together make a collage about the world today as everyone sees it. Children can put up words, images, draw their own pictures, do graffiti — whatever they think expresses the reality of the world or their societies. You can let children do this alone, together, in pairs, etc. You can also do it with them.

NOTE: With visually impaired participants, they can describe how they portray the current situation and someone else can add it to the poster/collage.

3. When they have finished the collage, gather around it and look at it for a few minutes. Then ask the participants reflective questions such as:
 - What is happening in/with the world?
 - What thoughts and feelings come to your mind as you see this collage?
 - Why do you think the coronavirus is spreading so quickly?
 - Are we somehow responsible for what is happening?
 - What happens with the planet when the world slows its pace? Why do you think it happened? What message may be the planet sending us?
 - What can we do to support each other, and why should we support each other?
 - How do you think the world will be after this?
 - How do you want it to be?
 - What can we do about it? What are others doing? Can we do some good actions that others have already tried? If so how?
4. You can finish the activity by lighting a candle and leading a prayer for peace in the world, if appropriate, or by singing a song for peace.

Objective:

Learn more and reflect about challenges and injustices in the world, and on how to help those most vulnerable.

Materials:

Images of a wide variety of unjust situations around the world (disrespectful practices, people suffering, images of poverty, images of conflicts), taken from magazines, newspapers, posters, etc. (Note: Websites of non-profit organizations often have many relevant pictures that can be downloaded.)

Recommendation: You can do this activity with one child or several at home. You can also share with other parents who wish to do it in their homes, and children can tell each other about what they did, on the phone or on an online call.

You can also use images related to the current coronavirus situation, or with situations affecting those that are most vulnerable, particularly children.

You can have images of hope, solidarity, bravery, injustice, pain and fear, as diverse as possible, to help children expand their view and dimension of the issue and how we are all interconnected.

How you can do it:

1. Put a selection of images on the walls or on the floor and ask children to look at the images. Then come back and sit in a circle so that the pictures can still be seen.
2. Ask children to discuss what they felt looking at the images.
 - Ask which image caught their attention the most and why.
 - Ask some of them to talk about what they think is happening in an image of their choice:
 - What might have happened?
 - Why did it happen?
 - Why does the person have this expression on their face?
 - What might they be thinking and feeling?
 - What might happen to them now?

Children may have a lot of questions about some of the situations shown in the pictures, and it is important that they do not leave the session feeling helpless and powerless, or even depressed. Make sure to share that even though the situation is challenging for many people around the world, many people are working together to help each other, and to find ways to improve the situation.

3. Draw the session to its close by asking children questions which can help them to understand the situation:
 - How does this situation make us think differently about the world and our relations with others?
 - How does it affect children and youth? How does it affect you and your friends?
 - How could the most vulnerable be protected during these difficult times?
 - What can you/we do, here in their own town/village, to help others during this difficult situation, taking into account the importance of social distancing?

There may be a wide range of suggestions to this last question, from helping homeless people or elders in the buildings where children live, to praying for the world, to raising awareness, or writing a letter to their parliament/prime minister, etc. It is important to encourage them to think in terms of actions they can take.

Objective:

Raise awareness of the diversity in the world, conflicts, injustices, around the children and how the actions, even if a few, can make an enormous difference.

Materials:

A good video or online streaming service. You can organize a conference call with other kids and watch the video together. Prepare some popcorn or some fruits or vegetables to eat while watching.

Films are a medium that can help participants enter another world or life and see how things have been, or still are, for others. Depending on the skill of the film-maker, the participants may also come to consider different points of view, motivation for actions, and the complexity of the situations we face.

Suggested films: The following films can give you some ideas. Feel free to select other educational films or create a group with friends to share the favourite ones.

Suggested films:

- [Pay it Forward](#)
- [Gandhi](#)
- [Life is Beautiful](#)
- [Whale Rider](#)
- [FernGully: The Last Rainforest](#)
- [Imba Means Sing](#)
- [Kindness Is Contagious](#)
- [Dolores](#)
- [Inequality for All](#)
- [The Boy Who Harnessed the Wind](#)
- [Bully](#)
- [A Brave Heart: The Lizzie Velasquez Story](#)
- [Dancing in Jaffa](#)
- [He Named Me Malala](#)
- [Inside Out](#)
- [Pachamama](#)

Recommendation: You can do this activity with one child or several at home. You can also share with other parents who wish to do it in their homes, and children can talk with each other about the movie, on the phone, on an online call, or using social media.

How you can do it:

1. Share with the children briefly what the film is about.
2. Watch the film together in a comfortable place.
3. After the film, ask children broad questions that challenge their understanding of the film and of the depicted events and characters. Ask them about the characters' motivation: how some are responding to commands and how others use their conscience and initiative to take individual action on behalf of others. You could ask if the film bears any relationship to their own social reality or what they know of current world affairs.
4. You can have a brief reflection on whose rights are being abused in the film. Whose rights are being met? Are people respecting each other? Are people taking responsibility for themselves and others? Are they protecting other people's rights?
5. You could also finish the dialogue asking children what position children think they would take if faced with a similar situation as in the film.

Objective:

Help children connect with their ancestors, community, culture, roots and explore attitudes and values needed to transform and respond to difficult situations and ethical dilemmas.

Materials:

You may choose folk stories from your culture or from religious traditions. Or choose one from the online [Learning to Live Together manual](#), p. 123. Create a warm, relaxing atmosphere.

Recommendation: Families — parents, and grandparents — are all invited to tell stories from their communities, faith or their own stories of how they grew up, or something they will never forget. Technology may be of great help to connect with family members living somewhere else. This can also strengthen the sense of togetherness and strengthen family bonds.

A storytelling apron can be fun with younger children. A carpenter's apron with pockets will do. In each pocket, place an object which represents a story, for example, a stone for Stone Soup. Have a child select a pocket, and tell a story based on what they choose. A few simple props may also be used. Do not allow props to detract from the story, however.

How you can do it:

1. Create a proper environment for telling stories. It can be in the living room, a garden, or in one of the bedrooms. You can make use of candles, incense, instruments like guitars or drums, or calm music to initiate the storytelling. Sometimes a brief introduction or background information is necessary to understand the story.
2. You may have a set phrase to introduce or close the story. For example to introduce the story, the scene is set for telling by a West Indian custom:

Narrator: Crac

Audience response: Crac (We want to hear your story).

Endings might be: "Snic, snac, snout; my story is told out." This ends the story.

The story can also begin with magic words: "Once upon a time". In Arabic, storytelling often begins by saying: Ken ye me ken, which could be translated as "it was and it was not", and everybody knows that it's time for a story. Or when some people in Iran tell a story, they begin by saying, Yeki bud, yeki nabud, or "there was one, there was no one".

3. Maintain eye contact with your children. Be aware if the children are restless. If children get disconnected, consider trying to wrap the story up and finish quickly. You may also find a good stopping place and suggest that the children might like to find how it ended by reading the book.
4. If children are unfamiliar with certain words or ask what a word means, try to incorporate a brief definition within the story. If children get restless, do not get angry with them. Avoid letting the storytelling time disintegrate into an unpleasant experience for all. Think of continuing another time or changing the story.

Objective:

Allow space to discover who others are and how similar or different they can be. It can also be used to identify and explore emotions and learn how to cope with them.

Materials:

Paper and pens, lots of rolls or lengths of coloured thread, adhesive tape, several pairs of scissors.

Recommendation: You can do this activity with one child or several at home. You can also share with other parents who wish to do it in their homes, and children can tell each other about what they did, on the phone or on an online call.

How you can do it:

1. Ask children to draw a star with five points — provide a template or diagram to copy so that all stars are similar. Ask children what information about themselves are important to them and select five questions from the list. Ask them to write, in each point of the star, the answer to the questions. For example: what they believe in, their favourite music, the place that means most to them, the person who is most important to them, their favourite activity. You could choose other options. Make sure to make your own star as well.
2. When they finish writing their star, sit in a circle and let each person explain their choices. Ask everyone to paste their star to a big piece of paper on the floor. If there are more than three people, including yourself, give each person a roll of coloured thread, which they can use to link the points of their star to those of others that also expressed a similar liking. Each person has to try to find at least one similarity with someone else. If you are doing this activity with only one child, try to share it with other children online. First ask the child to work on the star alone, and when children are connected, ask them to share. Then on a paper, write one similarity and one difference with at least two people. If alone, you could also ask the child to identify what you both have in common, or things that they like about your star, as well as you can share what you like about his/her star.
3. Look at how many points of the stars remain unlinked — are these interests or passions unique to specific people? Reflect on how wonderful it is that there is so much diversity and richness in the world. Just as stars can look all the same, we know that they are all different. Reflect on how exciting this is.
4. You can finalize the activity, by asking children about their uniqueness, differences and similarities with other children in their school or family members. Conclude with a reflection on the importance of identifying our uniqueness and respecting our differences with others.

Objective:

Get participants to stand for what they believe in. To allow participants to reflect on their own beliefs and discover those of others.

Materials:

Appropriate materials are needed to make a line down the centre of the room or playground, e.g., chalk, adhesive tape, a roll of cloth. Two large signs marked 'I agree' and 'I disagree'.

Recommendation: You can do this activity with one child or several children at home. Involve parents and other family members.

How you can do it:

1. Draw a line down the centre of the room and put the two signs on either end. Ask children to line up along the centreline facing you. Instruct them to respond to a series of statements by moving closer to the sign that matches their opinion. They can express how strongly they agree or disagree with each statement by how close they move to that end of the line.

Read out a few statements — here are some examples:

- All children should be able to go to school.
- During an emergency, children should not be allowed to go to school.
- All children should have access to learning while not attending school.
- People are responsible for their own safety and health.
- Everyone should have equal access to health services.
- Daily-wage workers who are unable to work and other vulnerable groups should receive social support.
- Everyone should practice social distancing to avoid further spread of COVID-19.
- Price hikes by business during social distancing and curfew circumstances should be allowed.
- People should be allowed to stock up on goods freely as much as they can afford.

These questions are phrased so that children may find themselves with contradictory positions, which should encourage reflection.

2. When you have finished reading out the statements, have the children sit in a circle and ask some of them to talk about their answers. Discuss some of the issues that they found themselves confronting and how this made them feel.

If children find it difficult to respond to the questions, ask them why they think this was so. A major point to come out of the discussion is that the world is not simple and that it is not always easy to decide what to believe and when to take a stand.

3. Conclude the exercise by emphasising how people's beliefs and opinions differ and how those beliefs and opinions should be respected, even though we may not all have the same ones.

Objective:

Discover the value of every person by looking at others and at your inner self.

Recommendation: You can do this activity with one child or several children at home.

How you can do it:

1. Get together with the participants and tell them the story of Bobby.

The Story of Bobby

You all know Bobby. He is not considered the nicest guy in the school, and his physical appearance makes him stand out. Bobby weighs at least 12 kilos more than the other students, and he always looks a mess. His clothes are unfashionable and sometimes smell. His teeth look bad, and he has many pimples on his face.

Have you seen Bobby? He is the one people avoid in the school corridors. He is the one who is always alone in the cafeteria or during breaks. Sometimes, kind people consider sitting close to him, but they are afraid others will make fun of them. However, I sat with him once and talked to him, and I discovered that Bobby is a lot like you or me.

2. Ask the participants:
 - Why do children make fun of Bobby?
 - How will all the bad things children say about Bobby help him?
 - How does avoiding Bobby help him get out of his own world?
 - What good sides may Bobby have?
 - What brings people closer to you?
 - What makes some people keep away from you?
 - What might we have in common with Bobby?
3. When you finish the discussion with children, introduce Bobby to them. Bobby is represented by a balloon. Tell children to pass the balloon around carefully with their hands. Bobby is very sensitive and we can hurt him. When the balloon has gone around the room, let the participants meet in small groups to discuss the way they treat others or contribute to prejudice.
4. Finish the activity with the children reflecting about the need to value themselves and others, regardless of their physical appearance. Reflect upon the importance of looking at others' inner self and not to focus on their outward appearance.

Objective:

Provide children with the opportunity to deeply connect with themselves, relax, explore their inner selves and find peace within.

Materials:

Coloured pencils, felt pens, coloured wax, drawing paper, relaxing music, incense

Recommendation: You can do this activity with one child or several children at home. You can learn how to draw Mandalas, [click here](#).

The word “mandala” is from the classical Indian language of Sanskrit. Loosely translated to mean “circle,” a mandala is far more than a simple shape. It represents wholeness, and can be seen as a model for the organizational structure of life itself — a cosmic diagram that reminds us of our relation to the infinite, the world that extends both beyond and within our bodies and minds. For further information and models of mandalas please [click here](#).

How you can do it:

1. Find a quiet place where children will not be disturbed and where they can reflect. You can ask children before starting how they feel at this moment, to stimulate their introspective mood.
2. Introduce relaxing music or incense to stimulate their senses. Ask children to draw a circle using a plate or compass, and mark the centre of their circle with a small dot. Starting from the centre they can now fill the circle with ‘drawings’ — representative or abstract, marks, words, geometric shapes, etc., in any way they want.
3. When children finish drawing, ask them how they feel now, what each colour and shape represents for them and what they experienced while doing it. Explain to them that mandalas are a representation of how we feel inside. Encourage children to put the mandala on the wall in their room. (Note: if children do not share or do not feel like reflecting, do not force them, you can continue doing the exercise other days, and they might become more open to share later.)
4. You can have this activity again after some weeks to allow children to compare their mandalas over a period of time and observe the changes within themselves.

JOYFUL APPRECIATION

ALL AGES

Objective:

To build self-esteem and to learn to appreciate others and the simple things in life.

Materials:

Two plastic cups and some dried beans for each participant (mung bean seeds work well).

Recommendation: You can do this activity with one child or several children at home. It is recommended to do it at the end of the afternoon. You and everyone at home can also join. Feel free to invite other children online and do the exercise together.

How you can do it:

1. Ask children to sit in a circle, close their eyes and breathe deeply, leaving behind the experiences of the day and their preoccupations.
2. Give children two small plastic cups. One cup contains mung bean seeds and the other is empty.
3. Tell participants to think about the good deeds they have done in the day or in the past week; this can include good behaviour, speaking well to or of someone, helping someone, etc.
4. For each good deed, the participant can move one bean from the full cup to the other — the empty cup. This should all be done in silence. Make sure you are participating as well.
5. After allowing everyone to deposit the mung beans, ask each person to share stories of goodness they have done or experienced, while others practise 'deep' listening —listening with empathy and without prejudice. You can share a story from when you were younger to get started, or something you experienced in the supermarket, at work, etc.
6. By fostering joyful appreciation of experiences and people, a person becomes more self-aware and self-confident.

MEDITATION ON MYSELF

ALL AGES

Objective:

Create opportunities for children to reflect on their lives, who they are, and their relationships with others and their current reality.

Materials:

Four to six areas at home; coloured paper or cardboard (yellow, red, green, black, white and blue). Create a peaceful atmosphere with calm music, incense, candles, and pictures of tranquil places, citations from scriptures, or poems on the walls.

Recommendation: You can do this activity with one child or several children at home. Try to involve all family members. You can do this activity over the weekend, when you have more time to prepare and move things around at home.

How you can do it:

1. Create at least four areas on the floor or in different rooms by placing differently coloured paper or cardboard on the floor. For each colour, prepare the area differently as suggested below.
2. Tell children they are going to go on a journey to explore feelings and important issues. They are going to move through four different areas and in each one they will stop to reflect on themselves and life during these days. If you have more than one child, ask them to start from separate areas to explore the different colours.
3. When in an area, children can either sit or lie down. They can close their eyes, if they want, and try to relax. The idea is that there will be questions on the wall to reflect about, images to see, music to listen to, things to touch, sentences to ponder, or one thing to do. You can be in some of the areas to provide instructions, if needed. Children stay in each area for at least five minutes, before moving to the next one. You can signal with a bell when it is time to move. If you are alone with your child, you can go through each area together.
4. After finishing, come together and reflect how everyone felt, which colour/area they liked the most and the least and why. Allow the reflection to relate to their current feelings about staying at home. Give ample time for dialogue and finish the activity by playing a song and singing together.

Suggestions to organize the different areas:

Yellow — the colour of light. Ask children to sit in a circle and read a story of your family or from your sacred religious book. Try to make it as interesting as possible. Ask them to listen in silence. Give them a piece of paper and ask them to write about something that caught their attention or what they liked the most about the story, and why it was important for them. They can place their pieces in the middle of the circle for everyone to read.

Green — the colour of nature. If you have a balcony/garden/roof, or just a window you can open or look out of, use this area to reflect about nature and appreciate being able to breath fresh air, feel the sun and the wind, and to listen to the rain and the birds. If you have a green area, let children just appreciate it. If you do not have a green area, you can create one with plants and play some relaxing music. You can write a message on paper for children to reflect on: 'We all have a responsibility to the environment. Let's be grateful for all the beautiful things our mother nature offers us'. On another paper you can write: 'We must also be hopeful that even in the midst of difficulties there is something inside us that tells us that things will be alright'.

Red — the colour of love. Children can spend a moment connecting with their heart, listening to how it beats, who and what makes it beat harder. Ask them to draw red hearts and write/draw on them the most important people in their lives, those they love the most. We give our love to some people freely but at times deprive others who may really need it. How can we learn to care for those who are not easy to love?

Blue — the colour of faith and coming together. Create a moment to play or sing together something that is symbolic to you and your family or something from your religious community.

Black — the colour of transformation and inner strength. It means possibilities and potential. You can put on the floor images or articles from newspapers, or news headlines. You can ask children to choose one that gets their attention, and ask them why. Are they scared? Are they hopeful? Encourage words of faith and possibilities for transformation.

White — the colour of simplicity and tranquillity. In this area you can have small candles. You can ask children to light a candle and make a prayer for people or share some words of gratitude for someone.

ONE THOUSAND PAPER CRANES

AGE GROUP
12 - 18

Objective:

Reflect on the global impact of the lack of mutual understanding and respect and allow children to learn to make concrete symbols of peace.

Materials:

Origami paper or paper cut in squares of about 20 x 20 cm. Instructions on how to make the cranes can be found in the Learning to Live Together Manual - Resources/How to fold a paper crane on page 183. You can also [follow this video](#) to learn how to do it. You may want to read about the [Story of Sadako here](#).

Recommendation: You can do this activity with one child or several children at home. This is also a good activity for children to spend time doing crafts by reflecting on issues that affect the world.

How you can do it:

1. Tell children the story of Sadako.
2. Have a discussion about how violence and conflicts between people and countries affect innocent people. Reflect about the importance of promoting peace and mutual understanding. Discuss how Sadako's story helps create awareness of the importance of learning how to live together in respect and dignity. You can reflect with children how the current situation
3. Give children paper and teach them to make their own cranes. Allow time to write their own prayer for peace on the paper before making the cranes. Encourage them to think about the story of Sadako and the effects of the nuclear disaster in Hiroshima.
4. Conclude with a moment of silence for peace in the world, for the victims of war and the lack of understanding between people and nations.

The Story of Sadako

The paper crane has become an international symbol of peace as a result of the story of a young Japanese girl named Sadako Sasaki, who was born in 1943.

Sadako was 2 years old when the atom bomb was dropped on Hiroshima, Japan on 6 August 1945. As she grew up, Sadako was a courageous, strong, athletic girl. However, in 1955, when she was 11 years old, while practising for a big race, she became dizzy and fell to the ground. Sadako was diagnosed with leukaemia, a cancer often called 'the atom bomb' disease.

Sadako's best friend told her of an old Japanese legend which said that anyone who folds a thousand paper cranes would be granted a wish. Sadako hoped that the gods would grant her a wish to get well so that she could run again. She started to work on the paper cranes and completed over 1000 before dying on October 25, 1955 at the age of twelve.

Inspired by her courage and strength, Sadako's friends and classmates put together a book of her letters and published it. They began to dream of building a monument to Sadako and all of the children killed by the atom bomb. Young people all over Japan helped collect money for the project.

In 1958, a statue of Sadako holding a golden crane was unveiled in Hiroshima Peace Park. The children also made a wish which is inscribed at the bottom of the statue and reads: "This is our cry; this is our prayer, Peace in the world."

Today, people all over the world fold paper cranes and send them to Sadako's monument in Hiroshima.

Objective:

Engage children in an activity that will help them reflect about things they like, what makes them proud and happy, and ideas they stand for.

Materials:

An old white T-shirt. Painting materials for painting on cloth, appropriate paint, brushes of different sizes, possibly stencils, etc. Plain paper and coloured pens for drafting their design.

Recommendation: You can do this activity with one child or several children at home. You can also share with other parents who wish to do it in their homes, and children can tell each other about what they did, on the phone or on an online call.

Make it fun, play some music, let children use their imagination and creativity.

How you can do it:

1. It is important that children have time to reflect on, and discuss, what they will put on their T-shirts before the painting session. Children are encouraged to write a statement, draw something they like, something they are proud of, or just paint it as they like it.
2. Reflect with children about the current situation and how it affects the lives of people. Encourage children to paint their T-shirt with a message of solidarity with others, or with a message to share with friends and others. During the coronavirus pandemic, there are many messages to be shared regarding the importance of staying home, being in solidarity with others, reaching out to others, and protecting the most vulnerable. It is fine if children want to paint their T-shirts with other messages.
3. Give participants paper and coloured pens for them to draft their designs — remind them that the design must eventually fit on a T-shirt.
4. When they are satisfied with their designs, they can reproduce it on their T-shirts.
5. Participants wear their T-shirts and share what they have painted.
6. Near the end of the session, lead a moment of reflection on what they have drawn and what the T-shirts say about ourselves.
7. You could have a conference call with other friends to share the T-shirts, or you can take a picture of each child to keep as a memory.
8. Encourage children to wear the T-shirt next time they go out.

Objective:

Raise awareness of the Convention on the Rights of the Child and the protection and affirmation of the rights of children during emergencies.

Materials:

Flipchart or an A4 or letter-sized sheet of paper. Pens and markers. A child friendly version of the Convention on the Rights of the Child. You can [download it here](#).

Recommendation: You can do this activity with one child or several children at home.

This activity helps spread awareness of the Convention on the Rights of the Child (CRC), the international bill of rights ratified by 194 of the world's 195 countries. Young people can experience a unifying bond with their peers worldwide by learning that they all share globally recognised and clearly articulated rights.

You can become familiar with the CRC by reading about it [here](#).

Different types of children's rights:

Survival rights cover a child's right to life and the needs that are most basic to existence; these include an adequate living standard, shelter, nutrition and access to medical services.

Developmental rights include those things that children require in order to reach their fullest potential. Examples are the right to education, play and leisure, cultural activities, access to information, and freedom of thought, conscience and religion.

Protection rights require that children be safeguarded against all forms of abuse, neglect and exploitation. They cover issues such as special care for refugee children, torture, abuses in the criminal justice system, involvement in armed conflict, child labour, drug abuse and sexual exploitation.

Participation rights allow children to take an active role in their communities and nations. These encompass the freedom to express opinions, to have a say in matters affecting their own lives, to join associations and to assemble peacefully. As their abilities develop, children are to have increasing opportunities to participate in the activities of their society, in preparation for responsible adulthood.

How you can do it:

1. Ask children if they know about children's rights. If so, ask them to share which rights they know about or which rights they think children should have.
2. Tell children about the Convention on the Rights of the Child and why it is important. Share with them the printed version, or write on paper some of the rights you discussed with them.
3. Ask children to draw a house and write answers to the following:
 - Walls: Which rights ensure that children have their basic needs covered?
 - Roof: Which rights help children develop their physical, cognitive, social, emotional and spiritual lives.
 - Doors and windows: Which rights help protect children?
 - Living room: Which rights help children participate fully in society?
4. Sit in a circle and reflect together with children about times when those rights are violated. Ask them to share any instances when they think those rights are not fulfilled. Bring the reflection to the current situation of the COVID-19 pandemic. You can ask some of the following questions:
 - Which rights do you think are protected and violated during this time?
 - Who are the most vulnerable or likely to suffer the most? Think of refugees, children who do not have proper living conditions, those who are victims of violence in their homes, or those whose parents cannot take care of them during this period.
 - How can these children be protected? What can be done? What can we do?
5. Close the activity acknowledging the privileges some children have and others lack, and the importance of raising awareness about the protection of children in emergencies.

Objective:

Help develop empathy towards different groups of people affected by the current situation.

Recommendation: You can do this activity with one child or several children at home.

How you can do it:

1. Invite children to identify different groups of people affected by the current situation. For example: children, parents, health workers, daily wage earners. Draw a circle for each group on a large paper or cut paper circles for each group with their title.
2. Ask them who might be the most vulnerable groups.
3. Ask them who they think the groups are with extra responsibility in this situation.
4. Invite children to consider each of the groups identified and write down a few needs each group may have in the current situation.
5. Invite the children to share about each of the groups, giving them time to really consider each group's situation, ask questions, share their own perspectives and discuss.
6. Discuss any similarities/differences of needs of different groups. Highlight the importance of supporting each other in these situations.
7. Close with a moment of reflection/meditation/prayer or with a song/poem for the well-being of everyone.

Objective:

Encourage positive communication, listening and empathy among family members.

Recommendation: You can do this activity with one child or several children at home.

How you can do it:

1. Sit together as a family at the same level with the children. You can sit on the floor or in a comfortable space. Invite them to sit comfortably and join for the listening circle.
2. Identify a small object (a stone, a stick, or something else) to be used as a “talking stick”. Introduce the object to the group as a talking stick and explain that during the listening circle only the person who holds the talking stick may talk, and others are invited to listen actively and without judgement.
3. Each person gets a few minutes to share how they feel, what they think and what they are doing, etc. The sharing can happen in a clockwise direction with the talking stick being passed or it being placed in the middle after each speaker so someone else can pick up and share afterwards. Do this over several rounds as necessary.
4. The following can be some questions to help shape the sharing:
 - What is something you miss?
 - Is there something you find difficult?
 - How are you feeling?
 - What questions do you have about what is going on?
 - What is something new you have done in the current situation?
 - What is something you would like to learn while at home?
 - What is something you are grateful for?
5. Make sure not to critique the sharing by anyone and instead focus on listening with empathy. It is important that you develop a horizontal relationship with your children by respecting them as individuals with ideas, feelings and dreams of their own.
6. Thank everyone for being open and taking time to actively listen and ask if they would like to repeat such a sharing at another time.



MEDIA LITERACY: CRITICAL READING OF NEWS

AGE GROUP
12 - 18

Objective:

Enhance critical thinking and identify biases of narratives shared on different media.

Materials:

Various news articles, paper, something to write with, and a small bowl/box/hat

Recommendation: You can do this activity with one child or several children at home. You can also share with other parents who wish to do it in their homes, and children can tell each other about what they did, on the phone or on an online call.

How you can do it:

1. Identify a few stories that are shared on mainstream or social media. Include a mix of stories that you believe are factual, those that are biased or those that have false information.
2. Write their titles on small pieces of paper, fold/roll the papers and put them into a bowl/box/hat.
3. Introduce the activity and discuss why critical reading of news is important especially when we have social distancing and isolation, and we rely more on the news than ever.
4. Ask family members to pick a piece of paper one after the other and then read the news item based on the title they pick up.
5. Discuss each news item from different angles. You can use questions, like the ones below, to critically look at the news item. It might be helpful for these questions to be written on an A4 or letter-sized paper so they are visible to consider while each news item is being discussed.
 - What is being said?
 - Who is presenting this story? Background of the author/media institution and their track record?
 - Why are they saying it?
 - What is not being said?
 - How can it be said differently?
 - What may be other perspectives or narratives?
 - Who is impacted by this?
 - Who benefits from the perspective/narrative presented?
6. Finish the activity by reflecting on the importance of thinking critically during these challenging times, and not taking for granted the news shared on different social media.

RECONNECTING WHILE PRACTICING SOCIAL DISTANCING

ALL AGES

Objective:

Strengthen personal and social relationships

Recommendation: You can do this activity with one child or several children at home.

How you can do it:

1. Sit together and discuss how social distancing has been for each family member by inviting each person to share. Highlight how social relationships are important for us as humans and the importance to reach out and check in with people. Just as we water the plants in our home/garden and look, we should also take care of and nurture our relationships with people.
2. Ask each person to identify five people they would like to check-in on from different circles of their life. These should be persons they may have not been in touch with over the last few days/weeks. Invite them to identify persons from school, relatives, sports groups, neighbourhood, etc.
3. Invite them to get in touch and have a friendly check-in getting to know how they are doing, what they spend their time on, etc. Help children (if needed) to connect with these persons by telephone calls, emails or other methods available.
4. Sit together later that day (or the next day) and discuss how the experience was for them, what they heard and how they feel afterwards.

PROBLEM TREE: VIOLENCE AGAINST CHILDREN

AGE GROUP
12 - 18

Objective:

Develop understanding about how social distancing requirements can make some children more vulnerable to violence.

Materials:

A ball, paper, and something to write with

Recommendation: You can do this activity with one child or several children at home.

How you can do it:

1. Take the ball and pass it around to family members. After receiving the ball each family member must share one idea about how the current situation can/has impacted or changed the life of children in their perspective.
2. Explain that in this situation some children might be experiencing violence and ask, what type of violence can occur against children in these situations?
3. Introduce the problem tree tool that is described below and co-create a problem tree to analyse the issue of violence against children in the current situation. Start by drawing a large tree and then identifying the following:
 - Trunk = Problem = Violence against children during COVID-19 related to social isolation. Write down this as the problem near the trunk.
 - Branches = Effects = What can happen? What will be visible for us to see? What are incidents that occur?
 - Roots = Causes = What are the causes for the above effects? Consider the different effects that you identified and identify what may be the causes for these?
4. Ask family members to discuss and identify five things that can be done to help if someone they know indicates that they are experiencing violence at home. Examples: Talk to a responsible adult so they can help as appropriate, or call the child protection helpline.

TAKING RESPONSIBILITY: HOME IMPROVEMENT

ALL AGES

Objective:

Create opportunities to take responsibility and work together to transform the home environment positively.

Materials:

Paper and something to write with

Recommendation: You can do this activity with one child or several children at home. You can involve all family members as well.

How you can do it:

1. As a family, brainstorm a few ideas of how you can work together to improve your home environment while you are staying at home. Welcome all ideas and write them down on a piece of paper. For instance, clean the living area, rearrange furniture, clean the garden, prepare a vegetable garden, etc.
2. Ask each person who made a proposal to pitch the idea to the rest of the family. Then allow for each person to vote for the different ideas and put a mark on the paper next to each proposal. Select the ideas with the most votes or with everyone's agreement as a home improvement micro project to work together on as a family.
3. Discuss the selected ideas, come to an agreement, and share responsibilities giving opportunity for the children to take a lead in making decisions.
4. Celebrate the achievements collectively by enjoying a meal, refreshments or drinks together.



RESOURCES:

Click the link below to find a pool of other resources — short animated movies, reflection moments — that you can download and use to complement some activities or as stand-alone activities to reflect upon and expands views on [diverse topics](#):

[CLICK HERE TO ACCESS](#)



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**“May every day find every
one of us continually
embraced in growing peace”**

**—Rev. Keishi Miyamoto, President of Arigatou
International, September 21, 2015**

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