

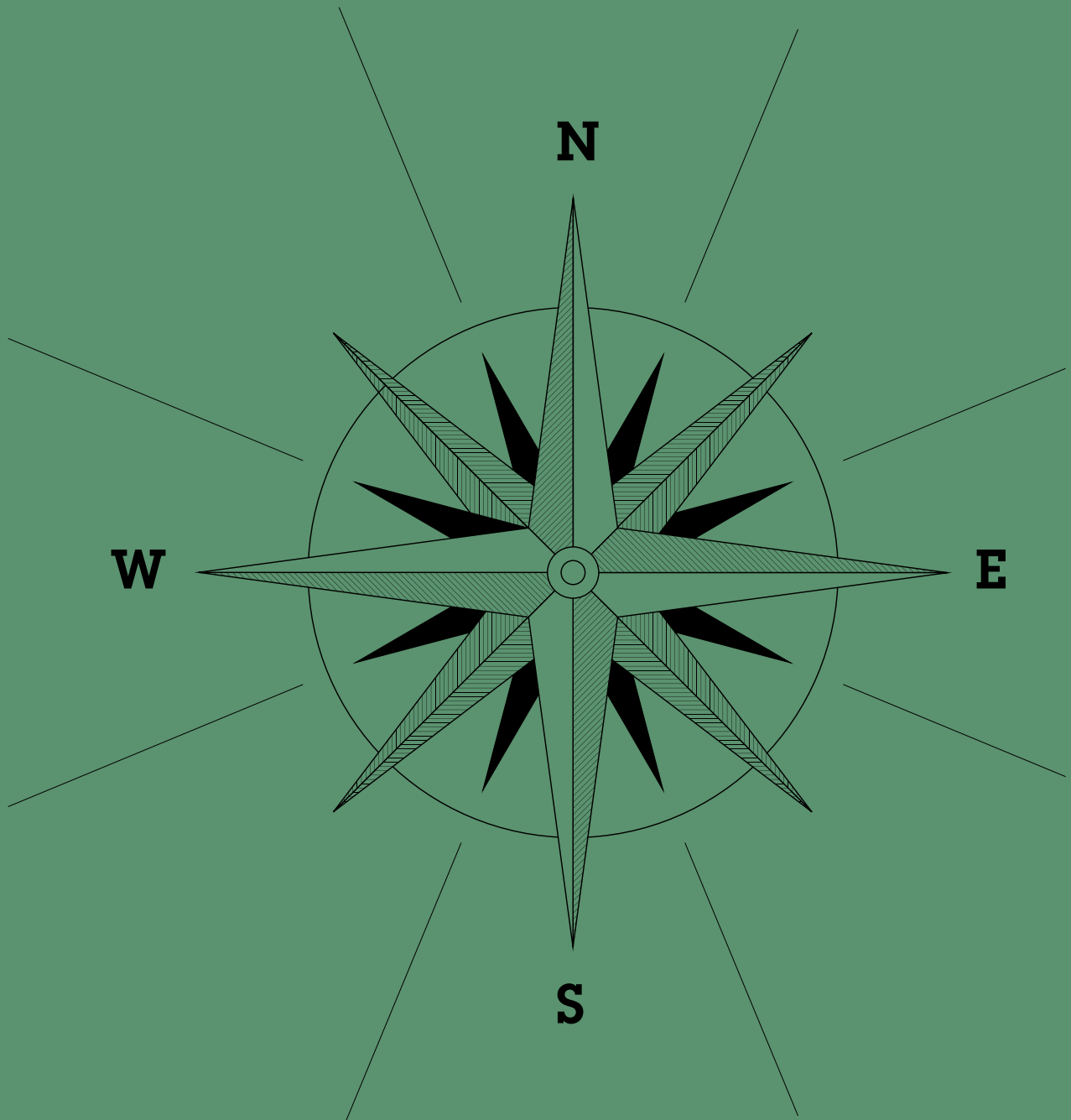
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Educating the Heart supports teachers and young people as they navigate their way through our interconnected and ever-changing world.

”



Introduction

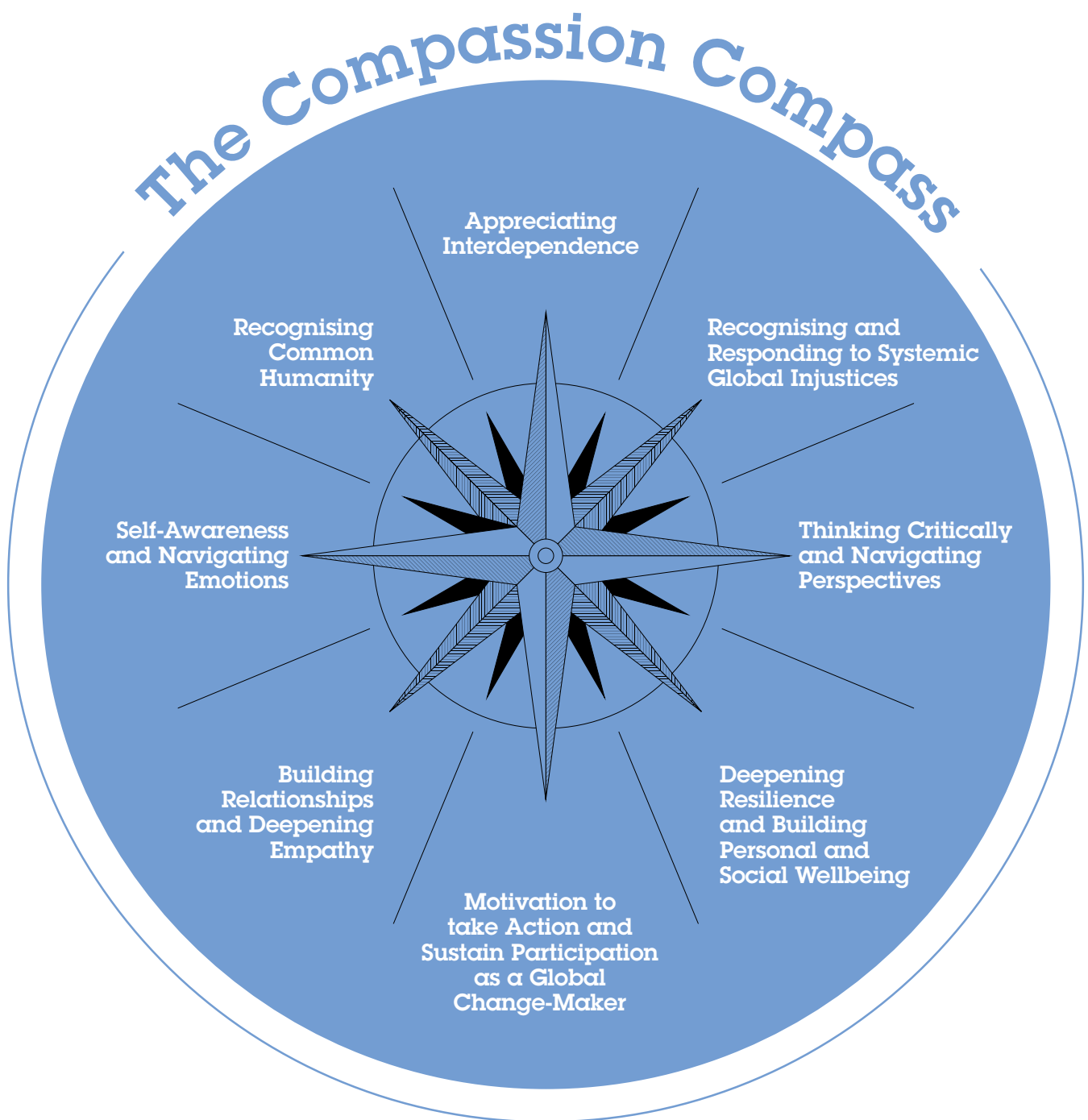
This resource supports Children in Crossfire's 'Educating the Heart' programme. The activities can be adapted for use across Primary and Post Primary and should be presented in a manner relevant to the age and ability of the pupils. The programme may be used to develop skills that link strongly to the statutory requirements of both the Northern Ireland and Republic of Ireland Curricula including:

- The key elements, curriculum skills and capabilities of the formal academic curriculum for Key Stage 2 in Northern Ireland (CCEA, 2007), with specific links to the concepts relating to the World Around Us (WAU) and Personal Development and Mutual Understanding (PDMU) strands of the Northern Ireland curriculum
- The key elements, curriculum skills and capabilities of the formal academic curriculum for Key Stage 3 in Northern Ireland (CCEA, 2007), with specific links to the concepts relating to the Learning for Life and Work (LLW) Personal Development (PD) and Local and Global Citizenship (LGC)
- The specific aims and general objectives of the Republic of Ireland Primary School Curriculum (NCCA, 1999), with relevance to the Social, Environmental and Scientific Education (SESE), and Education about Ethics and Wellbeing
- The principles and key skills outlined in the Framework for Junior Cycle Republic of Ireland (Department of Education and Skills, 2015), with specific relevance to the Civic Social and Political Education (CSPE) strand of the curriculum, and Education about Ethics and Wellbeing

The resource provides a sequence of carefully planned lessons that can be undertaken over an estimated period of 12 weeks depending on the time available.

Programme Aims

Educating the Heart aims to facilitate the cultivation of the necessary knowledge, skills, attitudes and values for participating in the world as a compassionate global citizen. The 'Compassion Compass' outlines the essential components of compassion.



To develop the essential components of compassion and travel through the world as Compassionate Global Citizens, this programme will develop pupil knowledge, understanding, skills and values. Pupil Voice and Participation is at the core of this programme, and the overall approach seeks to develop the ‘whole’ pupil through methods which engage the heart, head and body.

1 Knowledge and Understanding

Pupils will develop Knowledge and Understanding through investigating and exploring local and global justice issues

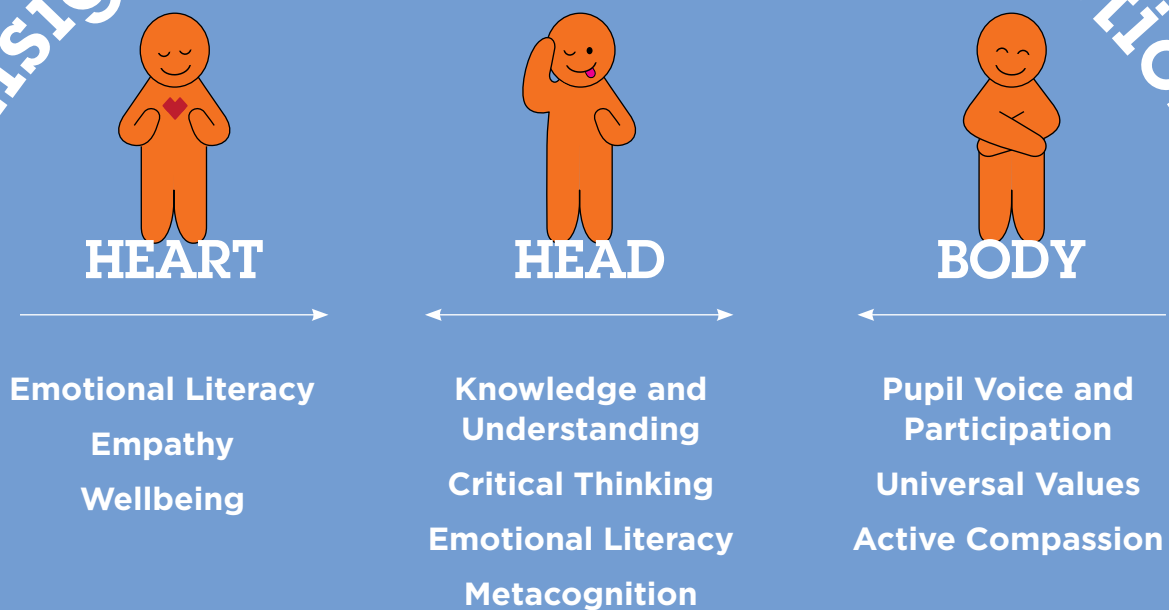
2 Skills and Values

Pupils will cultivate the necessary skills and competencies for participating in the world as local and global citizens by acquiring critical thinking, emotional literacy, empathy, wellbeing strategies, metacognition, a growth mindset, universal values, insight, perspective, and reflection

3 Pupil Voice and Participation

Pupils will be engaged as compassionate global citizens through participatory and inquiry based learning and through opportunities to engage in action based projects

Insight · Perspective · Reflection



Note 

Please Refer to Appendix A for a detailed Pupil Learning Framework

Lesson 1

Pupils Securing their Space



To create a space where pupils can acknowledge the individual and unique qualities they bring to the classroom and to agree some 'grounding principles' that will help everyone work together as best they can



Begin to understand the core principles and values which contribute to creating a safe space to work in

Learn to create a group contract for working together



Playdoh

(preferably 1 small tub for each pupil)

A table or space to work
(on the floor will do)

Flipchart paper

Markers - different colour for each group *(N.B. this means the teacher can track groups and their deliberations)*



Activity 1: 20 – 30 minutes

Activity 2: 20 – 30 minutes

Links to Pupil Learning Framework

Cultivating Skills and Values to acquire:

- Emotional Literacy
- Metacognition
- A Growth Mindset: attitudes and dispositions



Activity 1

Part A

- Give each pupil a tub of Playdoh
- Ask them to mould the Playdoh in any way they wish, noticing the texture, smell and any sounds it might make
- Ask them to mould their Playdoh into the shape of a person
- Explain that as they continue to mould, they should think of a time when they felt proud of themselves

Discussion Prompts:

- How did it feel? What emotion did they experience at the time?
- Pinpoint one of the qualities that they felt proud of – provide some examples (e.g. strength to finish something, courage to speak out, willingness to learn something new, creativity to design something, empathy to help someone in need etc.)

** Reassure them that they do not have to share this with the wider group. They only have to reflect quietly*

- Invite them to reflect on a unique quality that they bring to the class-something positive!
- Explain that their class is made up of many qualities and traits and that sometimes this diversity of character can cause the class to have differing views, but that it is important that everyone treats one another with respect
- Ask them to share some of these qualities with each other in pairs

Part B

- Invite pupils to remould the Playdoh in any way they wish, noticing the texture, smell and any sounds it might make
- Ask them to mould any object or shape of their own choice
- As they continue to mould, explain that throughout the next number of weeks or months they will be:
 - working together
 - learning together and
 - creating together
- Explain that it is important to create a space where everyone feels valued and safe
- Explain that such a space can only be created if everyone is willing to work on and agree some grounding principles
- Ask them to think about grounding principles as the 3 Rs: Respect! Responsibility! Real Good Time!

Discussion Prompts:

- What is respect and how can it be put into practice in the classroom?
- What is responsibility? In what ways should we act responsibly in the classroom?
- How can we make sure we all have a real good time as we work and learn together as a class?
- Can you think of any other important grounding principles we might add to the 3 Rs?
- Record some of the examples on flipchart paper and agree a class contract
- Explain that their class contract will be displayed on the wall, and will be referred to for on-going discussion, debate and dialogue

Activity 2

- Once again, invite pupils to remould the Playdoh in any way they wish, noticing the texture, smell and any sounds it might make
- Ask them to shape their playdoh into a sculpture that represents one of the grounding principles they are most interested in
- Ask them to talk in pairs about their individual sculptures
- Invite the class as a whole, to agree on one big sculptural shape they could mould as a class symbol
- When the class has agreed on one, ask them to remould their individual sculptures and join them together to create the symbol for the class
- Once the symbol has been created, check that everyone is happy with it
- Explain that it can be revisited at any time and changed accordingly
- To finish securing the space, ask each pupil to put their thumbprint gently on to the symbol-adding their own unique mark to it

**To secure the symbol,
bake in the oven for
20-25 minutes at a
low temperature**

Lesson 2

Paws for Thought



To help pupils gain insights and awareness of various mind states, and explore these in a place free from judgement

Links to Pupil Learning Framework



Begin to understand how their minds work in a variety of ways

Begin to develop the capacity to articulate 'mind states' in a creative and expressive way



Paper, Markers and Crayons

Lesson Support Resource 1:
Mind States



Activity 1: 30 minutes

Activity 2 & 3: 20 – 30 minutes

Links to Pupil Learning Framework

Cultivating Skills and Values to acquire:

- Emotional Literacy
- Metacognition
- A Growth Mindset: attitudes and dispositions



Activity 1

- Explain to the pupils that they are going to create their own dogs, and they can be as imaginative and creative as they like
- Give pupils some paper, markers and crayons. Invite them to spend time drawing a picture of a dog - any dog they choose. Ask them to consider:
 - What does your dog look like?
 - What does your dog smell like?
 - What does your dog like to do?
- What is its favourite food?
- What makes your dog wag its tail?
- Does your dog have any distinctive features?
- When pupils are finished and have answered the above questions on their drawings, invite them to display them in a prominent place in the classroom

Activity 2

- Ask pupils if any of them have a dog at home

Discussion Prompts

- Did you train it?
- Can you describe what it was like to train your dog? What worked well?
- Why is it important to train a dog?
- Ask pupils if they think it is possible for us to train our own minds to be calm, aware and present

Discussion Prompts

- How might this be possible?
- Do you think it is a good idea?
- Why might it be important to know how to be calm, aware and present?
- Explain that the mind can operate in a number of ways. It can be playful and bouncy just like a puppy. It can be agitated and snappy like a Chihuahua, or it can be really tired and sleepy like an old dog lying by a fire

Activity 3

- Ask pupils to think about a time when their minds have been really buzzing and over active
Can they give examples of how it felt?
- Ask them to think of a time when their minds felt really tired, sleepy and lazy
Can they give examples of how it felt?
- Ask them to think of a time when their minds were calm, aware and present
Can they give examples of how it felt?
- Give each pupil a copy of 'Mind States' (see *Support Resource 1*)
- Divide the class into three groups
- One group should work on filling their 'Mind States' pictures with words, images and colours that might represent a mind that is really buzzing and overactive
- Another group should work on filling their 'Mind States' pictures with words, images and colours that might represent a mind that is really tired, sleepy and lazy
- The final group should work on filling their 'Mind States' pictures with words, images and colours that might represent a mind that is calm, aware and present
- Display all the completed pictures in a prominent place in the classroom. Invite the pupils to look carefully at all the pictures and point out what they notice about each of the different 'Mind States'

Discussion Prompts

- Are there any noticeable differences between the pictures that represent the mind that is really buzzing and overactive, and the mind that is really tired, sleepy and lazy?
- What do you notice about the pictures that represent a mind that is calm, aware and present?
- Do you think it is a good idea for us all to become more aware of how our minds are feeling? Why/Why not?
- Explain to pupils that it is normal for our minds to have all these different states, and we shouldn't judge ourselves 'too hard' about it. The important thing is for us to begin to take notice of our different mind states so that we can understand them better

Lesson 3 So, What's in a Brain?

Tip

The teacher might wish to watch and review 'Why do We Lose Control of our Emotions?' before showing it to the class. The teacher may also wish to read 'How to Teach Your Kids about the Brain' at

www.mindful.org/how-to-teach-your-kids-about-the-brain/



To help pupils begin to develop emotional intelligence

Begin to understand the characteristics of the thinking and emotional sides of the brain

Begin to recognise emotional triggers
Explore ideas for managing emotions

Lesson Support Resource 2
The Brain House

Lesson Support Resource 3
The Trigger Tree

Youtube clip
'Why do We Lose Control of our Emotions?'
by Kids Want to Know

Post it Notes and Pens

Activity 1: 10 minutes

Activity 2: 15 minutes

Activity 3: 35 minutes

Links to Pupil Learning Framework

Cultivating Skills and Values to acquire:

- Emotional Literacy
- Metacognition
- A Growth Mindset: attitudes and dispositions



Activity 1

- Display Lesson Support Resource 2 'The Brain House' on a powerpoint slide
- Explain that during this activity pupils will be thinking about how our brains work
- Whilst referring to 'The Brain House' resource, invite pupils to think about their brains as a house with an upstairs and a downstairs
- Explain that the upstairs can be thought of as our 'Thinking Brain' and the downstairs as our 'Feeling Brain'
- Explain that the upstairs and downstairs are both very important. We need our 'Thinking Brain' to help us solve problems, plan and to act logically and rationally. We need our 'Feeling Brain' to help us sense danger, keep us safe and to make sure we have our needs met
- Explain that our 'Thinking Brain' and 'Feeling Brain' can communicate well through strong 'Communication Stairs'. This helps us process thoughts and feelings without becoming too overwhelmed. But sometimes, our 'Feeling Brain' can be so strong that it blocks the 'Communication Stairs'. This usually happens when we have very strong emotions of sadness, anger or fear. Reassure pupils that this is perfectly normal for everyone and that it happens to us all

Discussion Prompts

- Can you think of any other strong emotions that might block our 'Communication Stairs'?
- How might these emotions make us feel?
- How might these emotions make us act?

Discussion Prompts

- Can you think of anything else we might need our 'Thinking Brain' to do?
- Can you think of anything else we might need our 'Feeling Brain' to do?

Activity 2

- Explain to pupils that we all have different triggers or situations which set off the strong emotions that block our 'Communication Stairs'. For example, some people might have triggers or situations linked to school work which set off emotions of anger. Other people might have triggers or situations linked to out-of-school activities. Triggers can even be linked to seeing a spider, or even just thinking about a spider. There are many different triggers which can set off the strong emotions which block the 'Communication Stairs'
- Explain to the pupils that they are going to watch a short clip which explains more about how the brain works when triggers or situations set off strong emotions inside us. Play 'Why Do We Lose Control of our Emotions?'
- After the clip, ask pupils their initial thoughts

Discussion Prompts

- What do you think of the clip?
- Are there any parts you do not understand? (If necessary, parts of the clip can be played again)
- Do you think it is possible to get really good at recognising when your own emotions are about to bubble up?
- Do you think it is possible to learn to manage the situations or triggers which might set off your emotions?

Activity 3

- Explain to pupils that they are going to look more closely at situations or triggers which might set off strong emotions
- Divide the class into small groups of five and distribute post-it notes to each group
- Ask them to write down as many triggers or situations they can think of which might set off strong emotions in a person and cause them to 'flip out'. Reassure the pupils that the triggers and situations do not have to be personal to them. They just have to imagine as many as possible
- When each group is finished, invite them to share the triggers or situations with the class
- Ask each group to agree on one trigger or situation they would like to explore further. It can be a trigger or situation that they have heard from one of the other groups, or it can be one they came up with in their own group
- Once they have decided, distribute Lesson Support Resource 3 'The Trigger Tree' (one per group)
- Instruct them to complete the 'Trigger Tree'
- When each group has completed their 'Trigger Tree', ask them to swap their tree with another group
- Invite each group to imagine they are 'Trigger Tree' doctors. They will review the tree of another group and offer key advice

Prompts

- Can you think of anything that might help this person manage the trigger or situation?
- Is there anything the person can do to help himself/herself recognise that their emotions are beginning to reach boiling point?
- What might the person be able to do to help himself/herself feel better?
- Each group can then be invited to share their advice to the whole class

Prompts

- You must write the trigger or situation in the allocated box
- You must identify the key feelings and emotions that might bubble up because of the situation/trigger. There is an allocated box for this
- Then, you should then identify how the feelings and emotions might influence how the person thinks and acts. You have a box for this
- Finally, you have a box to write down some of the body sensations the person might experience. For example, butterflies in their tummy, sweaty palms, or racing heart

Lesson 4 The Mind Jar

Tip

The 'Mind Jars' can be kept in the classroom and used each day so the pupils are being encouraged to find focus each morning using their mind jars



To help pupils begin to develop skills for resilience and wellbeing



Learn more about ways in which they can calm their bodies and minds through breathing and other techniques

Develop coping skills for responding to situations when things are not calm



Glass jars with lids
Glitter Glue
Regular glitter
Hot water
Dish of soap or shampoo
Spoons
Measuring jug



Activity 1: 30 minutes

Activity 2: 20 - 30 minutes

Links to Pupil Learning Framework

Cultivating Skills and Values to acquire:

- Emotional Literacy
- Metacognition
- A Growth Mindset: attitudes and dispositions



Activity 1

- Explain to the pupils that they are going to make a 'Mind Jar' individually or in groups – whatever suits the class best

Instructions

- Fill the jar with hot water – not boiling, but hot
- Add a generous amount of glitter glue and stir it so it blends well with the water
- Add regular glitter – encourage them to choose colours that interest them
- Add a few drops of dish soap or shampoo
- Put the lid on it and give it a shake
- When the mind jars have been made, explain to the pupils that their mind jar can help them find focus, calm and pay attention to their emotions, feelings and thoughts
- Ask them to think of a time that they felt very frustrated or angry; they do not need to share that memory with anyone
- When they have all thought of a time, ask them to shake their mind jars
- Explain that the glitter in the jar represents their emotions, feelings and thoughts. The act of shaking the jar represents that our 'Thinking Brain' and 'Feeling Brain' are not communicating well (*you might wish to refresh their memory on Lesson 3: Activity 1*)
- Ask them to notice how the glitter is rushing and swirling about as they shake their jars
- Ask them to notice how it is hard to find a clear spot
- Then ask pupils to stop shaking their jars and put them down
- Invite them to notice what happens when we stop shaking our mind jars and simply observe (the glitter should start to sink to the bottom and the water should soon become clear)
- Explain that when we give ourselves space and time to settle we can clear our minds; and when we have cleared our minds, we are in a great position to feel good, to learn with and from each other, to have good friendships and to express ourselves in a healthy and happy way

Activity 2

- Explain to pupils that they are going to learn to use breathing techniques to help settle thoughts, feelings and emotions
- Explain that in a minute, you will invite them to shake up their mind jars once again
- But this time, as they watch the glitter settle, they will breathe towards finding a place of calm
- But first, they must practice the breath technique

Instructions

- Focus on the natural rhythm of your breath
- Do not exaggerate it, but simply focus on the air passing in and out
- Place your index finger (horizontally) beneath your nostrils, and breathe the air down your nose and onto your finger. Again, no need to exaggerate it, but just feel it gently
- Once pupils have grasped the breath exercise, invite them to shake up their mind jars
- As they watch the glitter settle, they should do the above breathing technique, and visualise any thoughts, feelings and emotions they might have settling down with the glitter
- It is important to stress that pupils do not have to try to stop having thoughts, feelings or emotions. The purpose is to become aware of the thought, feeling or emotion and simply breathe it through the nostril. If the thought, feeling or emotion keeps returning, then they simply keep noticing it and breathing with it
- Once the exercise is finished, ask pupils what they thought of the exercise

Prompt Questions

- How did you find that?
- Was it easy or hard?
- What did you like about it?
- Did you notice anything about your thoughts, feelings or emotions?
- Did you have any moments when your mind and body was still and calm?
- Can you think of any other ways to help focus your breath (besides finger beneath nostrils)?
- Explain to pupils that the more they practice this type of breath activity, then the more aware they will become of their thoughts, feelings and emotions, and how to help settle these if they are feeling overwhelmed

Note

Prior to this lesson teachers should refer to Appendix B for guidance on creating a Resilient Zone space for teaching and learning.

Depending on the class, teachers might wish to implement the Resilient Zone activity to complement and develop this overall lesson

Teachers might also wish to try out the 'Exercises to Complement The Mind Jar' (see Appendix C)

Lesson 5 Take Notice

Tip

Teachers should familiarise themselves with the instructions set out in Resource 4 'Moving Together'. The activity has four stages



To help pupils begin to develop awareness and understanding of self and others



Begin to develop their listening skills

Begin to develop an understanding of various sensations

Develop trust in each other

Develop relationship and team work skills

Begin to develop empathy for each other



A large room/hall

Lesson Support Resource 4
Moving Together

Lesson Support Resource 5
Agree Disagree Labels

Teachers should familiarise themselves with the instructions set out in Resource 4 Moving Together. The activity has four stages.



Activity 1: 30 - 40 minutes

Activity 2: 10 - 20 minutes

Links to Pupil Learning Framework

Cultivating Skills and Values to acquire:

- Emotional Literacy
- Metacognition
- A Growth Mindset: attitudes and dispositions
- Universal Values



Activity 1

- Follow all the instructions set out in Lesson Support Resource 4 'Moving Together,' until the four stages and accompanying debrief questions are complete
- Complete Stage 1
- Complete Stage 2
- Pause for Debrief Questions

Prompt Questions

- How did you find that?
- What did you like about it?
- Was it easy or hard to fill the whole space?
- Was it easy or hard to be aware of everyone in the room?
- Complete Stage 3
- Pause for Debrief Questions

Prompt Questions

- How did it feel to exaggerate the movements?
- Did you notice any sensations in your body during each movement?
- Did you notice any thoughts you had?
- Did you notice anything about how others were expressing the busy or agitated movements?
- How did it feel to be really aware and attentive? Did you notice anything that you have never noticed before?
- Complete Stage 4
- Pause for Debrief Questions

Prompt Questions

- How did it feel to participate in this activity?
- Did you prefer to lead or follow?
- Do you think this activity has anything to do with trust?
- How did you make sure you kept your partner safe when you were leading?
- Could you feel the energy from your partner's hand?

Activity 2

- Print out Lesson Support Resource 5 Agree Disagree Labels
- Lay out the Agree Label on one side of the room, and the Disagree Label on the other side
- Explain to the pupils that you will call out a statement, and that they should 'vote with their feet', walking to either Agree or Disagree or Somewhere In Between
- The space between Agree and Disagree can act as a continuum for pupils to express their opinions

Statements

- It is possible to make friends with anyone at all
- Everyone in the world is kind and thoughtful deep down
- It is easy to know if another person is feeling upset
- Even if I do not like a person's behaviour, I can still wish them to be happy

Don't agree
at all

Strongly
agree



Tip



To create an environment where pupils feel they can debate safely and respectfully, the teacher should remind pupils to actively listen to other people's opinions and to be respectful even when they don't agree on something. This is a good point to remind pupils of their Lesson 1 Grounding Principles

Lesson 6 Making Connections

Tip

Pupils should be made aware that they do not have to reveal personal information about groups they might be connected to



To help pupils appreciate interdependence, and to begin to develop empathy, respect and gratitude for others



Be able to identify groups that people participate in
Begin to learn about the global dimension
Be able to have a sense of global connection and interdependence
Begin to develop social responsibility



Map of the World (*Peters Projection Map*)

Pebbles/sticky dots

Items from home (*labels must be intact*) e.g. clothing, household products, food

Fairtrade Chocolate for the pupils

Flipchart/Colouring pencils/markers (for Lesson Development Suggestion)



Activity 1: 20 minutes

Activity 2: 20 minutes

Activity 3: 15-20 minutes

Links to Pupil Learning Framework **Cultivating Skills and Values to acquire:**

1. Developing Knowledge and Understanding of Local and Global Issues
2. Cultivating Skills and Values to acquire:
 - Critical Thinking
 - Emotional Literacy
 - Metacognition
 - A Growth Mindset: attitudes and dispositions
 - Universal Values



Activity 1

- Divide class into groups of four, and distribute flipchart, markers/colouring pencils
- Invite each group to consider the theme of 'Connection'. On the flipchart, they should write/draw all the places to which people might be connected to (e.g. school, youth group, church, football club, dance class, orchestra etc.)
- Once pupils have completed this task you should pause for debrief questions

Prompt Questions

- Do you think people connect to these places by 'choice', or do you think these places were 'chosen' for them?
- Do you think people have any rights in any of these groups?
- Can you think of people who might be excluded from any of your listed groups? Why is this? Is this fair/unfair?
- What might happen if someone from one of the groups was mistreated? What do you think the group should do to resolve this?
- Do you think it is the responsibility of the group to bring fairness for everyone?

Activity 2

- Divide class into groups of four, and distribute a selection of household items to each group
- Invite each group to look at the labels and identify where the items came from
- Once pupils have identified where their items came from, introduce them to the Peter's Projection Map. Can you notice anything obvious about the position of the pebbles/sticky dots? For example, why might we see China with a lot of pebbles/dots?
- Invite pupils to place a pebble/sticky dot on the country on the map where their items came from

Prompt Questions

- How do you think these items got to you?
- How many people do you think were involved in getting the item to you?
- Can you notice anything obvious about the position of the pebbles/sticky dots? For example, why might we see China with a lot of pebbles/dots?

- Do you think a lot of items are produced in poorer countries around the world? Why do you think this might be the case?
- Do you think all of these people were treated fairly?
- Who do you think makes the most money out of the items?
- If we were to look at labels of all the things we use and wear, how many places and people across the world do you think we depend on?
- Do you think it is important that we are thankful for all these people?
- Do you think we have a responsibility to make sure these people are treated fairly?
- Did you notice if any of the items you looked at had a Fairtrade Mark?
- What do you think Fairtrade means?

Activity 3

- Offer each pupil a small piece of Fairtrade chocolate
- Invite them to enjoy it – really trying to identify the different ingredients by noticing the texture and taste of it
- In small groups of four, ask the pupils to brainstorm the ingredients in the chocolate. What makes up a piece of chocolate? Ask them to list their answers on a page
- After they have exhausted their list, ask them to note beside each ingredient where in the world it might come from. If pupils do not know, they can use books or the internet to research it
- The teacher should introduce pupils to Fairtrade, through choosing a short film or resource available at the Fairtrade Foundation Website
www.schools.fairtrade.org.uk/



Lesson 7 Making Connections in Solidarity



To help pupils develop gratitude for others, and to help them develop the capacity to respond to issues of global injustice in solidarity with others



Develop an increased sense of gratitude and interdependence
Think critically and conduct research
Identify actions they can take as global citizens



Lesson Support Resource 6
Connection Map

Internet Access for Pupil Research Task
Pens/Markers/Flipcharts
Paper for Pupil Presentations



Activity 1: 30 - 40 minutes
Activity 2: 40 - 50 minutes

Links to Pupil Learning Framework

1. Developing Knowledge and Understanding of Local and Global Issues
2. Cultivating Skills and Values to acquire:
 - Critical Thinking
 - Emotional Literacy
 - Metacognition
 - A Growth Mindset: attitudes and dispositions
 - Universal Values



Activity 1

- Distribute Lesson Support Resource 6 'Connection Map' to each pupil
- Explain to pupils that they are going to think about all the people they are connected to in their lives, and that they should write all these down on their Connection Maps
- Explain that around the inner ME circle in the middle, they can write all those people closest to them (reassure them that they do not have to write individual names, but can simply state friends, parent, sister etc.)
- To encourage pupils to extend their connections beyond close family and friends, it is important to remind them of the work they did during the Making Connections Lesson (see Lesson 6)
- In some of the outer circles they might wish to include connections such as youth groups, sports teams etc. (again reassure them that they do not have to name the specific groups they belong to)
- In some of the outer circles they should write down as many people they can think of who they depend on for survival (e.g. people who make my clothes, farmers, people who deliver my milk, people who grow my food etc.)
- When they have completed their Connection Maps, ask them to think about all the ways they are grateful for the people and groups they have identified

Solidarity: A feeling of Unity and Agreement – what affects some of us, affects us all. It is about supporting others and working with them to make positive change. It is about taking action for a fairer world

Activity 2

- Ask pupils if they know what the word 'solidarity' means (the teacher may need to spend some time defining this so that the pupils have grasped the meaning)

Discussion Questions

- Do you think solidarity is important? Why/Why not?
- Do you think solidarity is linked to kindness? Why/Why not?
- Do you think solidarity can help make the world a better place?
- Do you think it is possible for us as a class to do something in solidarity with the people who are working to make products, but not getting a fair wage or decent working conditions? What do you think we can do?
- Explain that we can do something in solidarity through supporting organisations who are working to improve the working conditions for the people who make our products
- Explain that they are going to do some work together to research some of these organisations
- Divide the class into groups of four or five, and give each group one of the listed organisations below to research (alternatively, they might be aware of other organisations too)
 - www.fashionrevolution.org
 - www.cleanclothes.org
 - www.fairtrade.ie/
 - www.fairtrade.org.uk
 - www.labourbehindthelabel.org
- Explain that they will present their findings about the organisation and its work to the rest of the class
- Ask them to think of a creative way to present e.g. poster, poem, news item etc.
- Invite the pupils to identify an action they can take in solidarity with people who make their products e.g. sign one of the organisation's petitions, raise awareness through a school assembly, work to become a fairtrade school etc.

Tip



Create an 'Action Wall' in the classroom where pupils can add their suggested actions. The teacher might wish to choose an action or a number of actions to complete as a class.

Lesson 8

Spaceship Earth

Tip

If possible this lesson could take place in a hall or large space. If not, tables need to be placed at the sides of the classroom preferably before the class arrives so that the simulation can start immediately. Seats should be set out in an aircraft/spaceship style (see flight plan).

It will be very beneficial if the pupils are familiar with the teacher-in-role so they will not be surprised to find the teacher playing the part of the crew member.



To help pupils develop motivation to participate and take action as global citizens



Develop an increased sense of gratitude and interdependence

Think critically and conduct research

Identify actions they can take as a global citizen



Lesson Support Resource 7

Spaceship Earth Script and Flight Plan

The Global Village Youtube Clip

by Hyperfine Media



Activity 1: 30 minutes

Activity 2: 20 minutes

Links to Pupil Learning Framework

1. Developing Knowledge and Understanding of Local and Global Issues
2. Cultivating Skills and Values to acquire:
 - Critical Thinking
 - Emotional Literacy
 - Metacognition
 - A Growth Mindset: attitudes and dispositions
 - Universal Values



Activity 1

- Explain to the pupils that they are going to take part in a role play/simulation about the world
- In role, the teacher should take the pupils through the Spaceship Earth Simulation (see *Resource 7*)

Activity 2

- Ask the pupils how they think the Spaceship Earth simulation relates to the world

Prompt Questions

- How does the Spaceship relate to real life?
- Who do you think the first-class passengers represent?
- Who do you think the second-class represent?
- Who do you think the third-class represent?
- Why do you think it is so unequally divided?
- Is this fair? Why/Why not?
- Do you think conflict could breakout because of the inequality? Why/Why not?
- Invite pupils to watch 'The Global Village' Youtube Clip by Hyperfine Media (there are lots of animations available online which highlights 'The Global Village'). The teacher can search 'if the world were 100 people' and choose from a variety of clips to suit different age groups

Lesson Development Suggestion:

Designing a Poster Campaign

- Divide the class into groups of four
- Distribute Flipchart paper and ask them to imagine they have been asked to create a poster campaign to let people know about how unfair Spaceship Earth is, and to encourage people to make the Spaceship more equal

Prompts

- What is the main message you want people to understand through your poster?
- What do they need to know most about the unfairness?
- What actions can you suggest for the people to take to help make the Spaceship fair for everyone?
- Invite each group to share their completed poster campaigns with the rest of the class
- If possible, posters can be further designed through ICT

Lesson 9 It's Not Fair



To help pupils develop knowledge and understanding of global issues and interconnection, and to develop their capacity to unpack the issues through critical and emotional literacy



Begin to explore the structural causes of poverty and inequality

Begin to apply critical thought to global issues

Develop a deeper understanding of how they are interconnected through global systems

Develop an awareness of how they respond emotionally, physically and cognitively to the issues

Begin to think through and express imaginative solutions



Lesson Support Resource 8 *Inequality Quiz*

Lesson Support Resource 9 *Person the World Needs Most*

Colouring pencils/markers

Mind Jars created in Lesson 4

Youtube Clip *For the Heroes A Pep Talk for Kid President* by SoulPancake



Activity 1: 30 minutes

Activity 2: 30 minutes

Links to Pupil Learning Framework

1. Developing Knowledge and Understanding of Local and Global Issues
2. Cultivating Skills and Values to acquire:
 - Critical Thinking
 - Emotional Literacy
 - Metacognition
 - A Growth Mindset: attitudes and dispositions
 - Universal Values



Activity 1

- Remind the pupils of the Spaceship Earth Lesson 8 activity and ask them to recall the whole experience

Prompt Questions

- Can you remember where you were sitting on the Spaceship?
- Can you remember how this felt?
- Can you remember how you thought the Spaceship related to the real world?
- Explain to the pupils that they are going to find out some more about how the Spaceship links to real life situations
- Explain that they will do this through a true or false quiz (the teacher might wish to organise the class into teams, or ask the pupils to participate on their own)
- The teacher should call out the quiz questions from Lesson Support Resource 8 'Inequality Quiz'
- Once pupils have completed the quiz, the teacher should ask a range of debrief questions

Prompt Questions

- Are you surprised by any of the facts you discovered through the quiz?
- Do you think it is fair that the richest 1% have so much wealth? Why/Why Not?
- Do you think big corporations should pay more tax? Why/Why Not?
- Should big corporations pay a fair price to farmers? Why/Why Not?
- Who do you think should be responsible for making the world fair for everyone?
- How does this unfair world make you feel?
- At this point, the teacher should refer pupils to the 'Mind Jars' they created in Lesson 4. The teacher should instruct pupils to call to mind all the thoughts, feelings and sensations they have about the unfair world. They should shake up their mind jars. As the glitter settles, they should pay attention to all their thoughts, feelings and sensations and allow them to settle with the glitter. This exercise can be repeated as required. The important thing is to give pupils the space to 'take notice' of how they are responding emotionally, physically and cognitively to the various issues

Activity 2

- Divide the class into groups of three or four, and explain to that they are going to create 'the person the world needs most'
- Distribute Lesson Support Resource 9 to each group

Instructions

- Think about everything you have learned about our unequal world
- Imagine you can create 'the person the world needs most'. This person can be a superhero who has all the qualities and powers needed to make the world a fairer place for everyone

- When each group has finished they can each share their superhero with the rest of the class
- The lesson can be finished by playing Youtube Clip For the Heroes A Pep Talk for Kid President by SoulPancake

Lesson 10 Each One Teach One and Each One Debate



To help pupils develop knowledge and understanding of key concepts through independent inquiry, and to help them explore perspectives through critical literacy



Begin to build independent research skills
Define and interpret key concepts
Explore perspectives through debate
Begin to apply critical literacy to various perspectives



Lesson Support Resource 10
Each One Teach One Cards

Internet Access for Pupil Research Task

Lesson Support Resource 11
Speaking Seats Labels



Activity 1: 30 – 40 minutes

Activity 2: 30 – 40 minutes

Links to Pupil Learning Framework

1. Developing Knowledge and Understanding of Local and Global Issues
2. Cultivating Skills and Values to acquire:
 - Critical Thinking
 - Emotional Literacy
 - Metacognition
 - A Growth Mindset: attitudes and dispositions
 - Universal Values



Activity 1

- For this activity the strategy being employed is 'Each One Teach One'
- Give each pupil an Each One Teach One Card (see Lesson Support Resource 10)
- Ask them to research the meaning of their word and write it on their card
- Ask them to learn it off
- Explain that they are going to teach their word and its meaning to as many pupils as they can
- Ask the pupils to get into pairs
- They should teach the words and meanings to each other
- Give the signal, and ask them to move to another person to teach their word
- They should try and teach their words to as many people as possible until they are given the signal to stop

Activity 2

- Arrange 2 'Speaking' seats back to back in a prominent place in the class. One seat should be marked 'Yes Because', and the other marked 'No Because' (see Lesson Support Resource 11)
- Explain to pupils that they are going to debate various issues which are linked to the words they just learned
- Explain that they will get a chance to sit on the 'Yes Because' seat or the 'No Because' seat
- Explain that you will call out a statement. If they are on the 'Yes Because' seat, they must agree with the statement. If they are on the 'No Because' seat, they must disagree with the statement
- Explain that they should argue from the seats' point of view, even if they do not believe in what they are saying. They are to imagine they are the voice of the seat
- Each seat only gets 15 seconds to argue its point of view
- Explain that they might all be thinking different points of view than their classmates, but it is important for them to simply listen to all points of view
- Explain that at the end of the activity, they will get a chance to speak more about some of the issues
- Pupils should be invited in pairs to take a seat each. Pupils can be alternated per statement. The teacher might wish to use the same statement with a number of pairs

Recommended Statements

- *Boys and Girls are equal*
- *Our country should welcome refugees*
- *It's a person's own fault if they are homeless*
- *Owning lots of stuff is what makes you happy*
- *It's ok to dig for oil even if it ruins the earth*
- *We should grow our own food*
- *Poorer countries should get more aid*
- *Different cultures should mix together more*
- *Women should get paid more than men*
- *Young people can make the world a fairer place*

- *People fleeing from war should be given a home in our country*
- *We should care about people who make our clothes*
- *All children should have the right to education*
- *Children can be activists*
- *It's ok for a country to go to war*
- *It's ok for big companies to take land from poorer countries*
- *We should feel compassion for everyone*
- After all pupils have had the opportunity to occupy a 'Speaking Seat', the following debrief questions can be asked to encourage dialogue through a critical literacy approach

Prompt Questions

- We've heard lots of different ideas/opinions through the 'Speaking Seats'. How might these opinions/ideas get into people's heads?
- Where do we learn some of the things we believe?
- How can we learn new ways of thinking about the issues?
- Why might some people, organisations and/or the media want us to believe a certain thing?
- Can we learn how to think about the issues in ways that are more compassionate and kind for everybody?

Tip



You might want to invite pupils to do a shake down to physically get out of the character of the 'Speaking Seat'

Lesson 11

We're Going on a Journey



To help pupils apply critical literacy to their own assumptions and dominant media messages



Explore perceptions
Challenge and critique their own assumptions
Conduct research
Explore and critique dominant media messages



Lesson Support Resource 12
We're Going on a Journey Images and Labels
Internet Access for Pupil Research Task



Activity 1: 30 – 40 minutes
Activity 2: 30 – 40 minutes

Links to Pupil Learning Framework

1. Developing Knowledge and Understanding of Local and Global Issues
2. Cultivating Skills and Values to acquire:
 - Critical Thinking
 - Emotional Literacy
 - Metacognition
 - A Growth Mindset: attitudes and dispositions
 - Universal Values



Activity 1

- Explain to pupils that they are going to go on a journey that involves an imaginary trip on a train
- Display Support Resource 12 Images and Labels with the image side facing down. The pupils should only see the label side with the writing on it. Instruct them not to flip the label over, or it will spoil the journey
- Explain that there are not many seats left on the train, so they must choose who they would like to sit beside
- Instruct them to look at each label and select who they would like to sit beside. Again, remind them not to flip the label over
- Once they have selected the person they would like to sit beside, invite them to reflect on why they made this choice
- Once you have completed the above, invite pupils to select who they would least like to sit beside
- Once they have selected the person they would least like to sit beside, repeat the above Prompt Questions
- When the above questions have been adequately explored, pupils can be invited to flip the labels over so they can see and hear a bit more about all their choices

Prompt Questions

Prompt Questions

- What do you think influenced your decision?
- What do you think the person/people might look like?
- What do you think you might talk about with the person/people?
- How did you feel when you saw the image and information?
- Would you now change your mind?
- What assumptions do you think you were making when you made your original choices (e.g. about age, gender, ability etc.)?
- Where do you think we get these assumptions from?
- Do you think people ever make assumptions about young people your own age?
- Do you think assumptions could be negative or harmful? Why/Why not?

Activity 2

Part A

- Explain to pupils that they are going to think more about how we all might learn to form assumptions
- Explain that you will call out a series of statements
- They should give a 'Thumbs Up' if they agree with the statement and a 'Thumbs Down' if they disagree, or wriggle their fingers if they are 'Somewhere in Between'
- Between each statement, encourage pupils to explain their reasons for 'agreeing', 'disagreeing', or being 'somewhere in between'

Statements

- When I hear about Africa on TV or online, it is always about starvation and hunger
- Young people like me are well represented on TV
- In films, women and men get to play the same types of roles
- On my TV and laptop I hear lots of positive stories about people from other countries
- People with disabilities get good jobs on TV
- My TV and laptop shows stories about people who are doing great things to change the world
- Advertisements on TV show the same types of toys for boys and girls

Part B

- Divide pupils into groups of three or four
- Assign one of the Support Resource 12 images to each group
- Explain that each group should research the people on the image to find out three interesting facts
- Once pupils have completed the above, each group should then share their facts back to the wider class

Tip



To create an environment where pupils feel they can express their opinions safely and respectfully, the teacher should remind them to actively listen to other people's opinions, and to be respectful even when they don't agree on something. You might wish to remind pupils of their Grounding Principles (agreed in Lesson 1), and you might wish to bring some Resilient Zone Exercises in between each activity

Lesson 12

Pupil Voice and Action



To encourage pupils to express their ideas for a better world through planning and implementing an action-based project



Identify and research a specific global injustice issue

Identify actions that the whole class can take to address the issue

Negotiate and agree an overall class action project

Plan the delivery of the project



Lesson Support Resource 13
Action Project Proposal Form

Internet Access for Pupil Research Task



Activity 1: 40 – 60 minutes

Links to Pupil Learning Framework

1. Developing Knowledge and Understanding of Local and Global Issues
2. Cultivating Skills and Values to acquire:
 - Critical Thinking
 - Emotional Literacy
 - Metacognition
 - A Growth Mindset: attitudes and dispositions
 - Universal Values



Activity 1

Part A

- Explain to pupils that they are going to think about issues that they can address through a class action project
- Ask them to reflect on all the issues they have been learning about over the past number of weeks

Prompt Questions

- What would you like to see changed in the world?
- Who do you think has the power to make this change?
- What do you think you might be able to do to contribute to this change?

Part B

- Divide the class into groups of four or five
- Distribute Support Resource 13 to each group
- Each group should agree on an issue they would like to address
- They should research their issue, and complete their Support Resource 13 proposal form
- When the above has been completed each group should then present their Action Project Proposal to the wider class
- The class should then be invited to vote on which proposal they would all like to work collaboratively on through an Action Project

Action Project Ideas

- Become a Fairtrade School
- Host a school assembly to raise awareness of the chosen issue
- Make the school eco friendly
- Write and record a poem or song about the chosen issue
- Do a waste audit in your school
- Have a no energy day
- Create an 'Educating the Heart' pupil committee
- Create a shared creative project with a school in another part

Tip



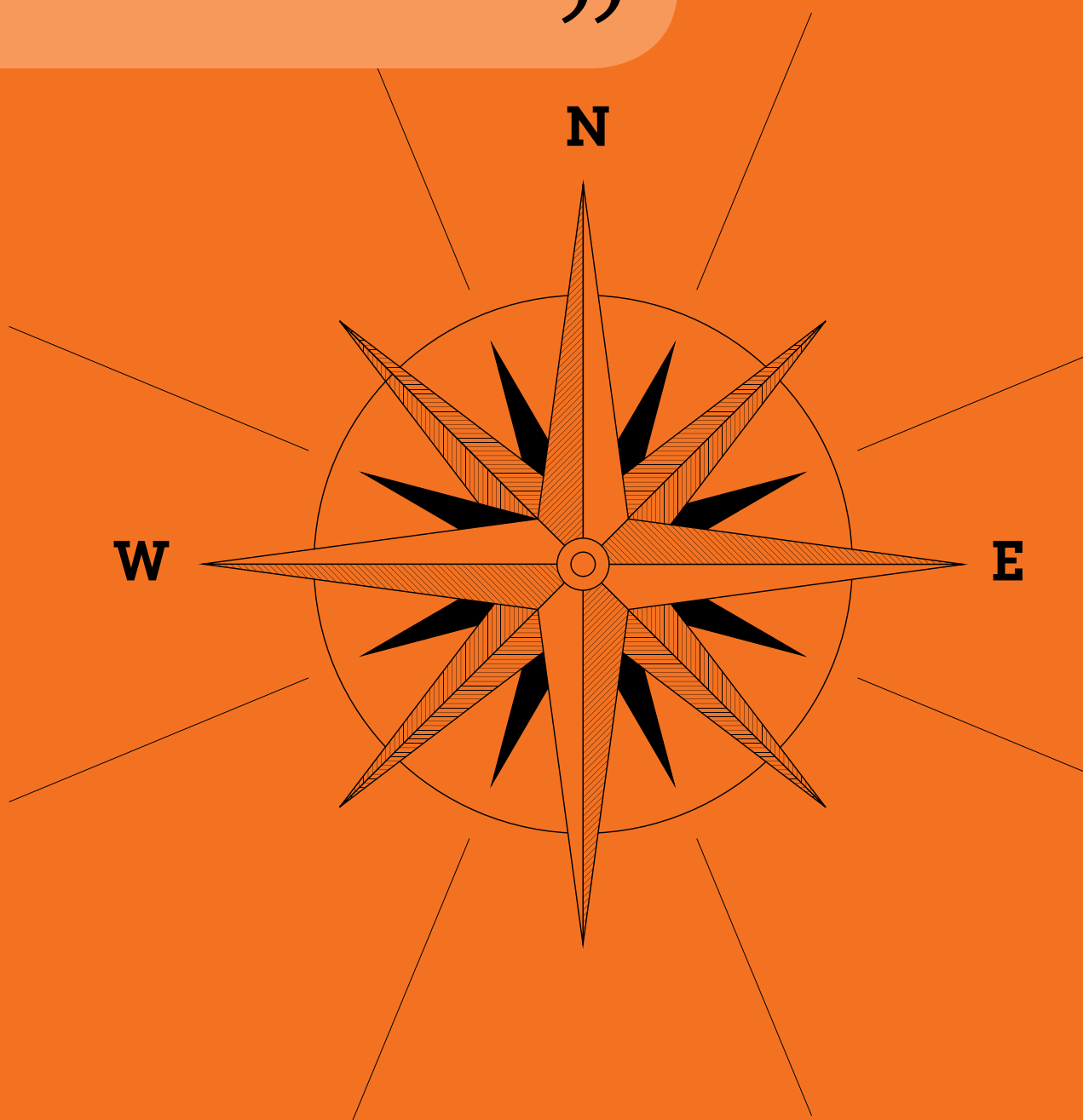
Appendix D 'Helping Pupils with their Action Project - A Checklist'

Appendices

“

Educating the Heart has made me more conscious and more reflective of my teaching and in particular on ensuring that I dedicate specific time to ‘educating the hearts’ teaching values like compassion, gratitude and empathy - as well as educating their minds.

”



Appendix A

Educating the Heart: Pupil Learning Framework

1

Developing Knowledge and Understanding

Pupils will develop Knowledge and Understanding of local and global issues by:

- Investigating the causes and consequences of social injustice, social inequality, global poverty and environmental degradation
- Investigating the causes and consequences of conflict
- Exploring how the security of the planet depends on global cooperation between nations and people
- Exploring how bias, intolerance, and fear of the other can emerge between nations, people and cultures of the world
- Exploring cultural understanding
- Exploring the interdependent nature of a globalised economy
- Investigating the interconnected nature of global political systems
- Exploring the role of human rights, children's rights and the abuse of human rights
- Examining the role and social responsibility of governments in promoting and safeguarding human rights, global justice and social equality
- Exploring the role and social responsibility of Non-Government Organisations (NGOs) in promoting and safeguarding human rights, global justice and social equality
- Investigating the role and social responsibility of the media in promoting and safeguarding human rights, social justice and social equality
- Exploring aid, trade, debt and global corruption
- Exploring the ways young people can actively participate in society and at a local and global level to affect change for the better of all
- Investigating ways to promote and develop the Pupil Voice on global issues

2

Cultivating Skills and Values - Nurturing Pupil Voice

Pupils will cultivate the necessary skills and values for participating in the world as local and global citizens by acquiring:

Critical Thinking	Emotional Literacy	Metacognition	A Growth Mindset: attitudes and dispositions	Universal Values
Support pupils to think critically about local and global issues by:	Support pupils to develop compassion for themselves and others by:	Support pupils to develop their metacognitive abilities by:	Support pupils to develop a growth mindset by:	Support pupils to develop universal values by:
<ul style="list-style-type: none"> - asking and working through critical questions about the causes and consequences of local and global inequality - analysing and interpreting relevant issues - assessing key factors and relationships associated with issues - assessing and challenging evidence, and identifying bias and hidden agendas - challenging assumptions and traditional views about issues - considering multiple perspectives on issues - considering issues from various perspectives and asking 'what if' questions - weighing up options when proposing solutions to issues - make reasoned judgements and conclusions about issues - evaluating possible actions 	<ul style="list-style-type: none"> - developing a vocabulary and language for emotions, feelings and compassion - developing awareness and understanding into the nature of thoughts, emotions and feelings, and how these can change over time - communicating and expressing emotions and feelings in constructive ways - developing awareness and understanding into the thoughts, feelings and emotions of others - actively listening to and responding appropriately to others - developing awareness and understanding of how they and others feel and respond to certain issues and situations - developing awareness and understanding of how certain events in a person's life can have an effect on their emotional well-being - developing emotional resilience - managing emotions in challenging situations and when exploring pertinent issues - developing empathy and a desire to act to help others 	<ul style="list-style-type: none"> - developing understanding of their thinking processes in relation to emotions and feelings - developing the ability to think about what causes their emotional responses and feelings, and those of others - developing the ability to monitor, reflect and evaluate their thinking, emotions and feelings in certain situations, or in response to certain issues - developing the ability to anticipate how they will think and respond emotionally to certain situations and issues - developing thinking strategies to manage emotions and feelings 	<ul style="list-style-type: none"> - developing an openness to new ideas - developing skills of resilience - developing self-belief - developing the ability to reflect on personal behaviours and opinions, and challenge these - learning how to think through problems and make decisions - learning how to listen to others and respond appropriately - learning how to critique personal assumptions, beliefs and biases, and how to be impartial in relating to others 	<ul style="list-style-type: none"> - developing an appreciation of interdependence - developing an understanding of rights and responsibilities - developing gratitude and appreciation for people across the world - developing an understanding of solidarity and active citizenship

Appendix B

The Resilient Zone

Like the rhythms of nature, our bodies have natural rhythms too. The nervous system is one of our natural rhythms. When the nervous system is in balance we feel like our best self. This is called our Resilient Zone (RZ). When we are in the RZ, it is easier to respond to life's stresses and to interact with people from a place of clarity and peacefulness.

Note

The RZ is an internal state of adaptability, flexibility, cognitive and emotional equilibrium

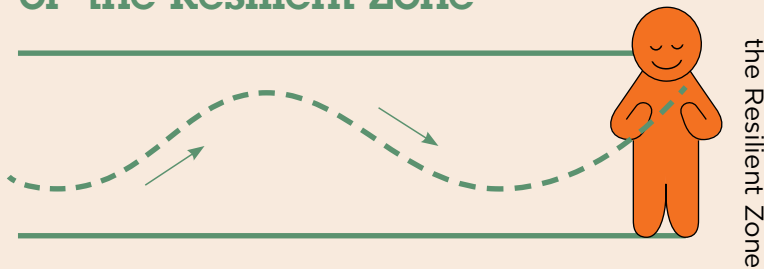
When we are in the RZ, we can better navigate the challenges in our lives, and participate in day to day interactions from a place of wellbeing and inner peace

When we become more aware of our internal RZ, we can learn to track sensations of distress and apply tools to help us return to our RZ

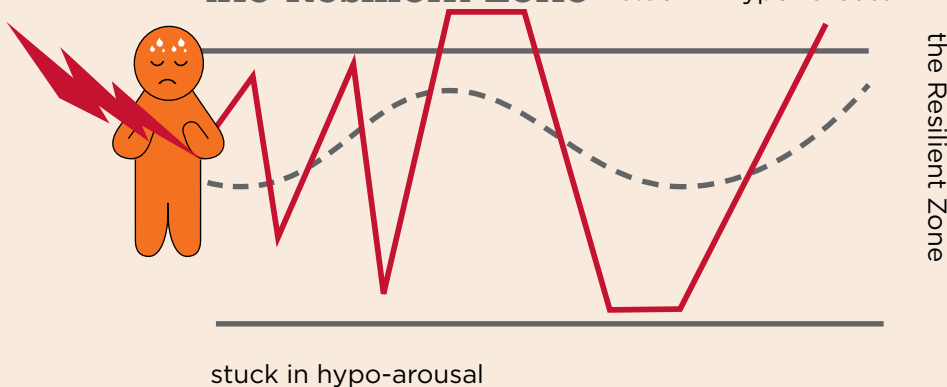
Sometimes when our bodies are out of balance they get stuck in the energy of stress. Then we are outside our RZ. Our bodies may be amped up and stuck in a Hyper-Arousal Zone, or numbed out and stuck in the Hypo-Arousal Zone. Sometimes we bounce between the High and Low Zones.

'Triggers' are things that remind your nervous system of distressing events, or trick your nervous system into thinking you are in danger. Triggers can include people, places, sounds, body sensations, words, and/or smells connected to distressing events in your life, and they can cause you to be bumped out of your RZ. For some people, there can be so many triggers that they cannot access their RZ for much of the time.

Visual Representation of the Resilient Zone



Knocked out of the Resilient Zone



Hyper-Arousal

A state of increased tension and anxiety of real or perceived threats: The body's alert system causes your heart rate to speed up, and breathing to become faster and shallower. It also slows down digestion. This 'amping-up' of the nervous system happens without thinking, and it leaves us in a state of constant 'flight' or 'fight mode'



Resilient Zone

A state of inner equilibrium: Our thoughts, feelings, emotions and sensations are congruent, and we can participate in life and face challenges from a place of wellbeing



Hypo-Arousal

A state of increased disengagement and disassociation: The body 'crashes' into numbness, lethargy, sadness or depression

Helping Pupils Access their Resilient Zones

Step 1: Grounding

- Feel your feet on the ground
- Feel gravity
- Feel the pressure of your body on what is supporting it
- Feel the texture of objects with your fingers. Concentrate on the sensations running through your fingers and hand
- Put both index fingertips together. Concentrate on the sensation of one fingertip. Concentrate on the sensation of the other fingertip. Concentrate on the sensations of both fingertips together
- Name details of what you touch, see, hear, smell and taste at this moment

Step 2: Tracking

- Set aside some time in your day to invite pupils to pay attention to the sensations in their bodies
- Invite them to identify if the sensations are pleasant, unpleasant or neutral
- Explain that these sensations are like little clues to help us figure out if we are in or out of our RZs
- Invite pupils to behave like scientists who are observing their sensations, and working out how the sensations make them feel
- As a follow-up reflection, invite pupils to identify various emotions. Invite them to describe what this emotion feels like in the body. How does the emotion become a whole body sensation? This can be completed as a visual representation or through journal entries or a poem

Step 3: Resourcing

- Invite pupils to think of a person, place, thing, memory, or a part of themselves (physical or personality trait) that makes them feel calm, pleasant, peaceful, or strong
- Invite them to focus on the sensations in their bodies
- Once again, invite pupils to behave like scientists who are observing these specific sensations
- Invite pupils to challenge themselves to stay with the thoughts and sensations for a period of time, and build their inner strength to feel calm, pleasant, peaceful or strong. Explain to pupils that this helps build our 'RZ muscle', and can even widen our overall RZ

Note

Working in the RZ will help pupils develop insight into the link between thoughts, feelings, actions and behaviours

Working in the RZ will help pupils cultivate a core wellbeing strategy, and will help create a safe space for exploring controversial and global justice issues

Working in the RZ provides pupils with a practical tool as a basis for cultivating empathy and compassion for themselves, others and the wider world

Appendix C

Exercises to Complement The Mind Jar

Dry Shower

- Rub your hands until some heat is generated
- With your heated hands, rub your scalp, your face, your shoulders, your arms, legs, and feet
- Gently pound on your ribs
- Gently pound on your chest
- Create a tone with your voice, and see how the pounding affects it (pounding on the chest really helps improve self-confidence)
- Whilst pounding your chest, close your eyes for a moment and notice the sensations in your body

Energy

- Sitting in a circle, close your eyes and rub the palms of your hands together fast
- After a few moments, when you feel some heat generated on your palms, stop and place them closely together, but without touching
- Feel the energy that you have created between your hands
- Focus solely on that energy alone, noticing all the sensations
- Imagine that this energy has all the power you need to calm your mind, body and emotions
- Rub your hands together again
- When you feel more heat generated on your palms stop and place them closely together without touching
- Again, feel the energy you have created
- This time, slowly move your hands apart, but focus carefully on feeling the energy expand between your hands

Appendix D

Helping Pupils with their Action Project - A Checklist

1. Choosing the Action Project

- Have I spent time discussing pupil interests?
- Have they chosen the issue themselves?
- Is there agreement on the chosen issue?
- Do pupils have a basic understanding of the issue?
- Can pupils give examples of how the issue impacts people and the planet?
- Will the action project develop pupil knowledge, skills and confidence?
- Are there enough resources to carry out the action project?
- Do I need the permission from parents or Board of Management?
- Do pupils know what they want to achieve?

2. Organising the Action Project

- Have the pupils identified their sources of information?
- Have pupils identified the tasks needed to carry out the action project?
- Does each pupil have a role to play in the action project?
- Has a list been made of roles and responsibilities within the class?

3. Doing the Action Project

- Is there a reasonable time frame for carrying out the action project?
- Are there leadership roles to ensure each student completes their task?

4. Reflecting on the Action Project

- Can pupils present their learning?
- Can the pupils identify skills they have developed?
- Have pupil attitudes or opinions changed as a result of doing the action project?
- Are pupils interested in carrying out further actions on the issue?
- Can pupils identify the change that has come about as a result of their action project?

Notes

Ruled lines for taking notes.