

EHV PROGRAM EXCELLENCE THROUGH HUMAN VALUES

A Handbook for Teachers
Early Childhood
Kindergarten & Pre-primary



Merle R. Pevcic & Tehseen Dhall with Pal Dhall

Illustrated by, Anita Kim Heng

EDUCARE INTERNATIONAL LIMITED

EHV PROGRAM EXCELLENCE THROUGH HUMAN VALUES

**Early Childhood
Kindergarten & Pre-primary**

LESSONS PART ONE



**Merle R. Pevcic with Dr. Tehseen Dhall PhD
Illustrated by: Anita Kim Heng**

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LESSONS

PART TWO



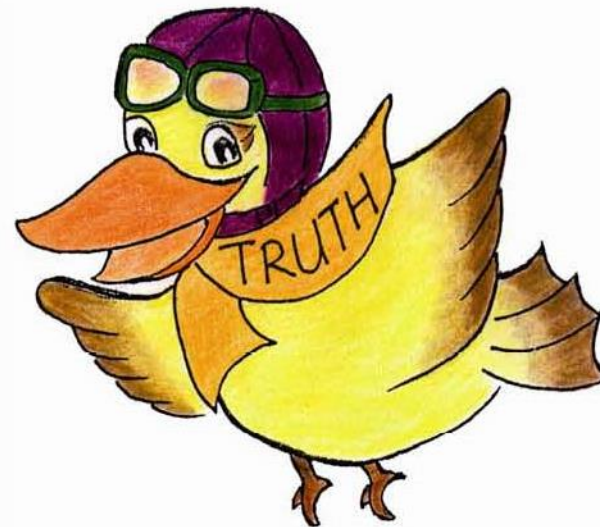
**Merle R. Pevcic with Dr. Tehseen Dhall
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VALUES AND INSPIRATIONS GRID

TRUTH	RIGHT ACTION	PEACE	LOVE	NON-VIOLENCE
<u>Truthfulness</u> I Am Truthful	<u>Manners</u> I Practise Good Manners	<u>Self Acceptance</u> I Am Happy With Who I Am	<u>Kindness</u> I Am Kind To Others	<u>Consideration</u> I Speak Sweetly
<u>Honesty</u> I Am Honest	<u>Living Skills</u> (health & hygiene) I Keep Myself Clean & Healthy	<u>Emotional Self-Managemnt</u> I Can Manage My Feelings	<u>Friendship</u> I Am A Good Friend	<u>Loyalty</u> I Am Loyal To My Friends
<u>Determination</u> I Can Do It	<u>Perserverance</u> Every Step I Take Is Important	<u>Positiveness/Optimism</u> I Am Getting Better Everyday	<u>Forgiveness</u> I Can Forgive	<u>Empathy</u> I Understand How Others Feel
<u>Quest For Knowledge</u> I Like To Learn New Things	<u>Self-Development</u> Everyone Blossoms In Their...	<u>Happiness</u> Smiling Makes Me Happy	<u>Sharing</u> I Like To Share	<u>Citizenship</u> Let's Walk Hand In Hand
<u>Reflection</u> I Think Before I Do Something	<u>Self-Discipline</u> I Would Like It Now, But I Will Wait ...	<u>Peacefulness</u> Peace Is Inside Me	<u>Caring</u> Give A Lot Of Love Everyday	<u>Respect</u> I Take Good Care Of Everything
<u>Trust</u> I Trust My Parents & Teachers...	<u>Helpfulness</u> Helping Others Makes Me Happy	<u>Concentration</u> I Can Think And Make	<u>Understanding</u> We Are All Special	<u>Co-operation</u> We Are Happy When We Work..
<u>Fairness</u> I Treat Everyone Fairly	<u>Courage</u> I Am Strong Inside	<u>Patience</u> I Wait For My Turn	<u>Service</u> I Feel Good When I Give	<u>Interdependence</u> (with nature) When I Am Quiet I Feel...
<u>Discernment</u> I Choose What Is Right	<u>Responsibility</u> I Do Not Waste	<u>Thankfulness</u> I Can Say Thank You	<u>Compassion</u> I Love All Creatures Great & Small ...	<u>Togetherness/Unity</u> Together We Make The World

INTRODUCING THE VALUES ANIMALS



TRISTAN KOOKABURRA

Hi, I'm Tristan Kookaburra
I'm a friend that you can trust
Because I'm truthful and I'm just
Asking questions what and why
Leads to truth from every side!



REGGIE KANGAROO

G'day, I'm Reggie Kangaroo
I'm your friend who tells you how
To do right action, let's start now
When you do what is right and good
It makes you feel the way you should!



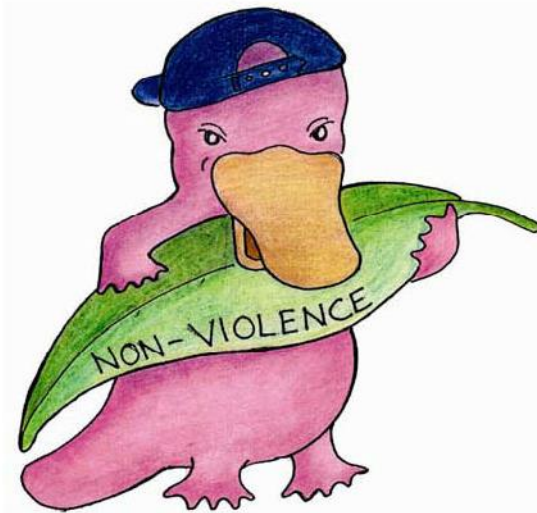
PENNY POSSUM

Welcome, I'm Penny Possum
I'm a friend who you can keep
In the stillness, soft and sweet
To help you find the peace within
And keep out all the worldly din!



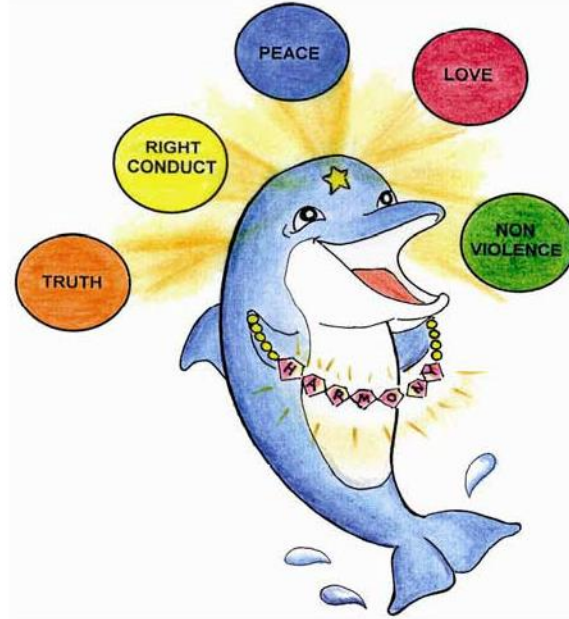
LUCY KOALA

Warmest greetings, I'm Lucy Koala
I'm your friend that always loves you
Caring, sharing the whole day through
When your heart is filled with love inside
It will shine so bright it cannot hide!



NIGEL PLATYPUS

Hello, I'm Nigel Platypus
I'm a friend who hurts you not
Who cares for all and loves the lot
And you can also play your part
In connecting every heart!



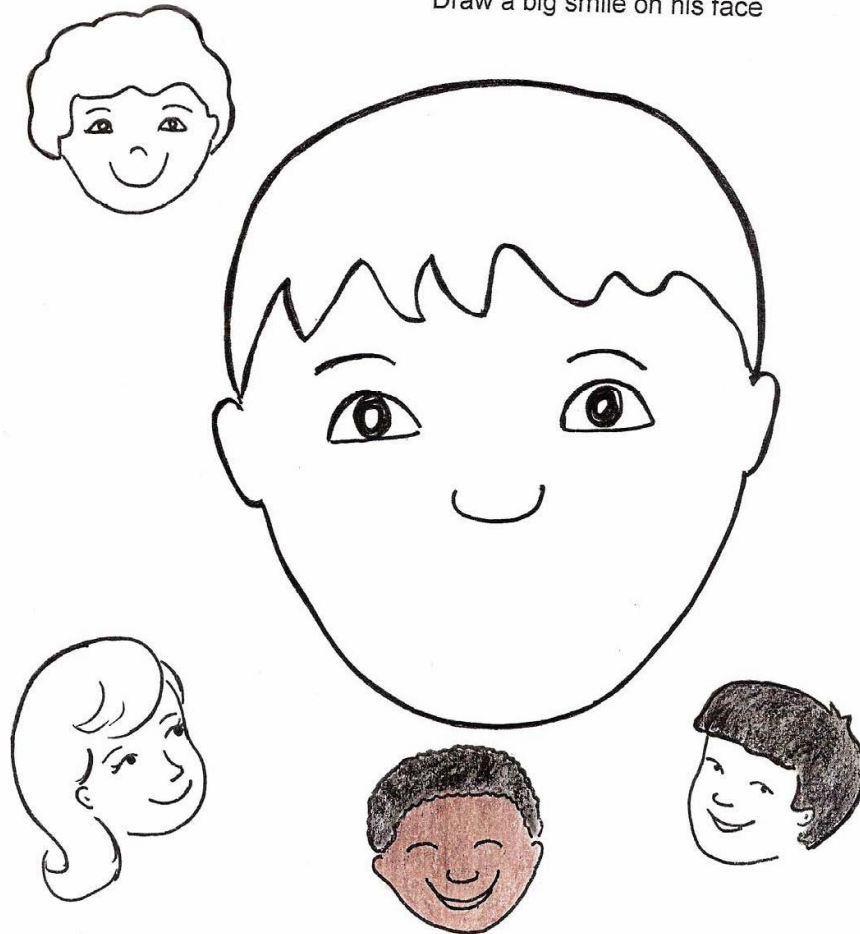
HARMONY DOLPHIN

My friends, I'm Harmony Dolphin
I live in such a happy place
It's full of joy and light and grace
If you want to visit me there
This is the secret that I'll share

Follow the Values Animals on your way
Be guided by my shining ray
Inside your heart is where you'll see
The key to love, peace and harmony!

SMILING MAKES ME HAPPY

Draw a big smile on his face





SMILING MAKES ME HAPPY

VALUE FOCUS: Happiness

AIMS

- Support children's natural expression of happiness.
- Create an awareness of the benefits derived from smiling.
- Create the awareness that happiness is found inside us. It is not from external objects, events and people.

OBJECTIVES

- Children acquire an optimistic outlook and appreciate this feeling of happiness as a natural part of their being.
- Children have the knowledge and skill to choose to be happy even if outside circumstances are not to their liking.

TEACHER FOCUS

Children are naturally happy and they express that happiness through smiling and laughter.

Children have an unbounded capacity to enjoy themselves without needing expensive toys. They find happiness in the simplest of activities. For them each moment in life offers new and exciting possibilities. They learn and thrive in an environment that is fun-filled and happy.

When children are unhappy they can be encouraged to change their frame of mind by focusing on something positive. The activities in this lesson are aimed at enhancing this discovery of inner joy.

It has been shown that happiness is a character trait associated with long life and freedom from illness. It is said: "Laughter is the best medicine."

The health benefits of laughter are now widely recognized. Laughter makes a real difference to healing and rejuvenating both the body and the mind.



Mind Map of HAPPINESS

Definition:

Happiness is a joyous sense of spontaneity, lightness and fun about life's events and situations. It is a feeling of gladness. This is inherent in all of us. It radiates out when we feel loved and supported.

Benefits to us:

We are able to face life with optimism and feel empowered by our choice to be happy. When we are happy our mental and physical health improves. We accept life as it is and live in the present moment without being burdened about the future or grieved about the past.

Benefits to others:

Others feel at ease with us. They feel uplifted and helped by us if they are feeling sad. They feel happy to be in our company.

Happiness

Related Values:

- Optimism
- Joy
- Humour

What it is not:

- Laughing at other's mistakes.
- Putting others down or laughing when hurtful comments are made about others.
- Feeling happy at another's pain or loss.



FOCUSING THE MIND

Note:

Light a candle in a safe place where children can see it. You may prefer to use a large colourful drawing of a candle flame.

“Light Visualisation”

“Look at the candle flame. (*Pause for 10 seconds*). See the beautiful shining light. Now, close your eyes. Keep breathing, slowly - in - out, in - out. See that same flame shining inside your heart. Feel the warmth shining in that special place in your heart. See this bright yellow flame - getting brighter and brighter, bigger and bigger. Soon, it fills your whole body. Your whole body shines with warm golden light! You feel happy, safe and loved. This strong, bright light is always in your heart. It is always there to guide you. It helps you know what is good. Now, let's shine that light on all of us here in this room. See us all full of light, shining very brightly. Now, let's send light and love to everyone outside of this room - our family, our friends, the lady at the supermarket, and the postman - all the insects and animals as well. Stay with this light for a few moments (*pause*) and then slowly open your eyes. Stretch slowly like a cat. Take a deep, breath of air into your chest, and breathe out slowly



EXPERIENCING THE VALUE

Creative Visualisation

Sit comfortably and close your eyes. Imagine that you wake up in the morning and say to yourself, “Today I am going to be happy and have a big smile on my face.” You give a happy smile to everyone in your family in the morning. Say ‘Thank you’ to Mum for the breakfast she has made for you. When you walk into school you have a smile on your face. All the teachers are happy to see someone smiling. It makes them smile too. Your great big smile makes everyone in your class want to play with you, and you have a wonderful day. At the end of school you say goodbye with a smile to all your friends, and hop into Mum’s car ready to go home. What a happy and fantastic day you have had. All because you woke up and said to yourself, “I am going to be happy today.” You feel a nice, warm feeling inside. Stay with these feelings of joy and happiness. When you are ready slowly open your eyes and stretch.



STORY

Note:

For the story, you may also use the double-sided 'smiley or glum' face to show children how 'Harry' was feeling.

How Harry Became Happy!

Harry was a little boy, who was known to all his friends as 'Unhappy Harry'. He had no reason to be unhappy, but all day long he would grizzle and groan. Harry lived in a lovely home. He had loving parents. He had lots of toys to play with, and he went to a good school with all his friends.

But Harry was never satisfied. He always wanted more. From the moment he woke up in the morning, he demanded things done his way.

"Mum I want to wear my other shirt."

"Mum I don't want this cereal, I want toast."

"Dad, will you buy me a new train set today?"

"Dad, I saw this great new computer game, will you get it for me?"

"Miss Jones, Fred's paintbrush is better than mine, I want his!"

"I'm not going to play with you Nancy, unless you let me be the King."

One day his friends had had enough of his moaning and groaning and being miserable all the time. "We'll come back when you learn to be happy with the world, Harry," they said. So Harry was sulking in the playground, all alone.

Harry looked up and saw Penny Possum in the Gum tree, smiling gently at him.

"Penny, nobody wants to play with me, what's wrong with them?" he scowled.

"Harry, just look at your scowling face! You're always unhappy. You always complain that you want more. Nothing is ever good enough for you. Just think about how much you have," replied Penny.

"Like what?" said Harry grumpily.

"Well Harry, your Mum and Dad love you very much. You have good clothes to wear and delicious food to eat every day. You have a lovely home to live in, a teacher who cares about you, and friends who would like to play with you - if only you weren't so unhappy all the time!" said Penny.

"I guess so," said Harry thoughtfully.

"Not only that, look around you! See the magnificent, tall, shady trees. Feel the warm sun on your skin and hear the birds singing a happy song to you. What more could you want?" continued Penny.

"I've never thought about these things before, Penny. I really do have a lot to be thankful for. How do I show my friends that I will be happy from now on?" asked Harry, scratching his head.

Penny gave Harry a big smile. Harry exclaimed, "I know! I'll smile, to tell everyone I'm feeling happy!" said Harry excitedly.

"A smile is a good way to show others that you're happy. It makes others happy too. Sing this song with me, Harry."

(Tune: on CD)

**I'm so happy see me smile
It's all here inside
And when I feel this bright I shine
In this heart of mine**

**With a smile smile here
And a smile smile there
Here a smile, there a smile
Everywhere a smile smile**

**I'm so happy see me smile
It's all here inside**

Harry started to feel better straight away. Soon a big smile lit up his face. He quickly ran off to see his friends. They were very happy to have Harry join them at play, now that he was happy.

When he got home, Harry's mum and dad were delighted to see the change in their son. As Harry went to sleep that night, he remembered the song Penny Possum had taught him that day.

"I really have so much to be thankful for," murmured Harry, as his eyes closed. From that day on this little boy was known to everyone as 'Happy Harry'!



Value Questions

1. Why did Harry feel unhappy?
2. Why did Harry's friends stop playing with him?

3. What did Penny Possum teach Harry?
4. What did Harry learn to do, to show everyone that he was happy?
5. How do you feel when you are happy?



SONGS

1. I'm So Happy

(Tune: on CD)

I'm so happy see me smile
It's all here inside
And when I feel this bright I shine
In this heart of mine

With a smile smile here *(Children hold up smiley faces)*
And a smile smile there *(Wave smiley faces around)*
Here a smile, there a smile
Everywhere a smile, smile

With a hop hop here ...
With a nod nod here ...
I'm so happy see me smile
It's all here inside

2. If I'm Feeling Cross

(Tune: "My Bonnie Lies Over The Ocean")

Sometimes if I feel cross and angry
And everything makes me cry
I'll blow out these feelings of anger
And breathe in some happy blue sky

Chorus:
Smiling, oh smiling, a smile will be better by far, by far
Smiling, oh smiling, a smile will be better by far

3. Joy Inside

(Tune: "Frere Jacques")

I am happy, I am happy
See me smile, see me smile
Dancing in a circle, dancing in a circle
Joy inside, joy inside

4. If You're Happy And You Know It

(Tune: on CD)

If you're happy and you know it *clap your hands

If you're happy and you know it *clap your hands

If you're happy and you know it then your face will show it, If

you're happy and you know it *clap your hands

(Repeat verses but change words at *"stamp your feet", "turn around", "nod your head", "smile at me", "do them all.")



ACTIVITIES

I. Discussion

How does it feel when you feel happy inside your heart? Is it a good feeling? When I am happy, I like to smile. Do you like to smile too? The best thing about smiling is that it makes others smile too. Everybody wants to be happy. One of the ways that we express this happiness is by smiling. What makes you smile? Think about the things that make you smile. Why don't we all smile together, one, two, three - Smile! When you smile, you can make other's smile too.

We can feel happy inside when we see a beautiful bird sitting in a tree, or when we watch the sunset in the sky, with all the pretty colours of nature. We can feel happy when our mums or dads give us a big hug. We can even feel happy when we hug ourselves! Let's try that. Stretch out your arms. Now wrap them around yourself and give yourself a big hug. You deserve it!

Everyone deserves to have love; so let's reach out to everyone and give them love by giving them a big smile!

When you feel unhappy or worried about anything, go to your mum, dad or teacher. Tell them what is bothering you. By talking about things to them, they can help you to feel better. They can also help you solve your problem in the best way.

II. Classroom Activities

1. Enlarge Inspiration Drawing "Smiling Makes Me Happy" - Diagram on page 179, to A3 size for use as a classroom resource. Give children an A4 copy of Inspiration to take home.

2. **Note:**
For the photograph of smiling faces, if you do not have access to a Digital camera or Polaroid, any camera will suffice. The photos can then be developed and the poster made up. If you are using a camera that does not have instant development, take at least two shots of the smiling child, in case the first one does not come out successfully.

Smiling Photos

Teacher takes photographs of everyone's smile. Use instant Polaroid, or use a spool and have it developed. Stick developed photos onto a large piece of cardboard. Label '(Name of Kindergarten or Pre-school) Smiles' at the top. Underneath each photograph write down what makes each child smile. Display on wall.

3. From bright yellow cardboard, cut out a circle for each child. On the one side have a 'smiley face'; on the other side have a 'sad face': Diagrams on pages 194 and 195. Use a "pop stick" to stick on the base of the 'smiley face'. Sing songs "I'm So Happy," and 'If I'm Feeling Cross' using the smiley and glum faces.
4. **Note:**
The children should do this Activity on themselves to prevent any rough play when tickling their palms.

Palm Activity

Sit in a circle. Everyone puts out his or her palm. Taking one finger, we gently rotate it around our own palms chanting:
(Tune: "Round And Round The Garden")

**Happy is a feeling
It feels so good inside
Our hearts are full of laughter
When we smile awhile
Take one step, two steps, three steps and tickly under there!**

5. Have a big smile drawn on a piece of paper. Get children to cut into the smile. This helps them to start to learn how to cut and reinforces the smile. You can use Diagram on page 194, or a simple curved line, and fold the paper in half to cut into the curve of the smile.
6. Role-play two children walking from one side with big smiles on their faces. Then have another child come from the other side, looking very glum. The two children smile and say, "*Good Morning (Name Of Child), come and smile with us.*" The child smiles and they all skip off to one side.

7. Play some happy music, and have the children jump for joy, skip for joy, gallop for joy, hop for joy, and walk in a straight line with a big smile on their faces.

Recommended Music:

Tchaikovsky Nutcracker Suite Eloquence

Decca Recording Company Ltd. London, 1999

The Lion King – Original Broadway Cast Recording

Hakuna Matata

Walt Disney Records, Produced by Mark Mancina, 1997

8. **Note:**
When you do the 'laughter bag' activity, remind the children that laughter is catchy and they can pass it on to their families and friends. If it is practical, make a laughter bag for each family, enclosing instructions for use.

Laughter Bag

Use a drawstring bag and make a 'laughter bag'. Each child loosens the drawstring, inhales the contagious laughter, and then refills it with laughter before passing it on.

9. **Laugh Chair**
Children take turns sitting in a 'Laugh Chair' while the rest of the children go through antics to get the person in the chair to laugh. Teacher demonstrates first. Of course, those who are trying to provoke laughter have the biggest laugh of all. Since laughter is contagious, the person in the chair usually succumbs.

10. **Feeling Happy Exercise**
Firstly, do some stretches. Breathe in deeply, lift your hands up high into the sky. Stretch! Higher, higher! Keep breathing. Touch the clouds, and the sun, if you can! Now, lie down comfortably, legs out straight. Close your eyes; keep breathing in and out. Take a deep breath on the count of three: one- two- three- now, stretch every part of your body. Now let go one- two- three-. One more time: stretch every part of your body – your arms, hands, legs, feet. Now, let go – breathe out and relax! Relax every part of your body.

Now, close your eyes. As you breathe in, feel warm and happy. Smiley feelings float into your body. Breathe in these happy, warm feelings. Now, breathe out all your fears and worries. See those unhappy feelings float off into the air. Now, breathe in light, happiness and joy. Smile. Slowly open your eyes.

III. Games

Note:

At the end of each game you may want to give each child a 'smiley face' sticker.

"Circle Of Smiles" Game 1

Ask children to sit in a circle that has been drawn out of chalk on a mat or, have about 8m of string, laid out in a large circle if chalk is unavailable. When they are seated, if there are any gaps, ask children how we can close those gaps to make the circle complete.

"We all hold hands and make the circle complete. Now I will gently squeeze one hand. I will give love from my heart to that person. When that person feels that loving squeeze, he or she will put a big smile on their face and in turn squeeze the other hand so that the next person can put a big smile on their face. At the end of the game everyone has big smiles from all the love that was passed around the circle. Give each child a 'smiley face' sticker.

"Smile And Seek" Game 2

The children pretend that they have lost their smiles. Using a Penny Possum puppet, Penny Possum goes around asking them where they have hidden their smiles. She looks under the teacher's arms, then tickles the teacher, she looks in the cupboards, then tickles the cupboards, and then after looking in a number of places she goes up to each child and asks them to hold out their hands and tickles their palms. She then exclaims, "You've found your smiles - your smiles were inside your hearts!"



PARENT LINK

Children take home:-

- A copy of Inspiration Drawing. This could be coloured in and displayed.
- A 'laughter bag' to enjoy with their family.
- 'Parent Link' Letter, page 191.



Value Focus: Happiness

Dear Parents,

The Value Focus for _____ is on Happiness. We are encouraging children to have a happy (positive) attitude. The Inspiration that we have used is **"Smiling Makes Me Happy."** Did you know that it is physically impossible to be worried and smile at the same time?

We are looking at how an optimistic outlook is usually something we can choose, and how if we choose to be joyful it is infectious to those around us.

The story is on "How Harry Became Happy". It is about a little boy who is taught that there are many reasons to be happy in life, like having caring parents and friends.

To encourage this attitude at home could you please:

- Discuss the lesson on happiness and joy with your child, and go through the Inspiration drawing, "Smiling Makes Me Happy"
- Create a joyful atmosphere around the home by smiling and inviting humour and happiness into the home
- Have a fun day together with your child.
- Enjoy the 'Laughter Bag' with your child.



MATERIALS NEEDED

1. Activity 1. Copies of Inspiration Drawing “Smiling Makes Me Happy” for each child to take home. Diagram on page 179.
2. Activity 2. Camera for teacher, large piece cardboard (A3 or A2), glue or sticky tape.
3. Activity 3. Bright yellow cardboard A4 sheets, scissors, pop sticks, thick black marker. Diagrams on pages 194 and 195.
4. Activity 5. A4 paper, thick black marker, scissors.
5. Activity 7. Copy of happy music to play.
6. Activity 8. Drawstring Laughter Bag.
7. Activity 9. Chair.
8. Game. Penny Possum puppet and ‘Smiley Face’ stickers.
9. Parent Link. Copies of letter to parents, page 191.



STORYBOOKS

Elmer

McKee, David, 1990, Red Fox book, Random House Children's Books, U.K.
A story about an elephant that is different but who wants to be the same as everyone else. Hilarious prose and comical drawings! A book full of fun and laughter.

The Happy Man And His Dump Truck

Miryam, Y. & Gergely, T. 1999, Golden Books Publishing Company Inc., New York.

A story of a happy man who brings joy to a group of animals when he takes them for a ride in his dump truck.

The Bears Picnic

Berenstain, Stan and Jan, 1973, Random House, New York.

The Berenstain family decides to go for a picnic, and Dad knows the perfect spot. Or does he? Children will identify with the little bears that follow Papa Bear from one hilarious disaster to another, until they find their ideal picnic place – home!

Wow! It's Great Being A Duck

Rankin, Joan, 1997, The Bodley Head, London.

Lillee doesn't want to be like the other ducklings. There must be more to life than being a small duck in a small pond. So, she waddles off to have some fun. First stop... the forest!

It Could Always Be Worse

Zemach, Margot, 1989, Collins Publisher, Toronto.

A tale about a poor man who lives with his family in a one-room hut. He runs to the Rabbi for help and is given surprising advice. The little hut is soon filled with calamity, each sillier and more foolish than the last. Then, the Rabbi teaches the poor man the value of contentment.

I like to be little

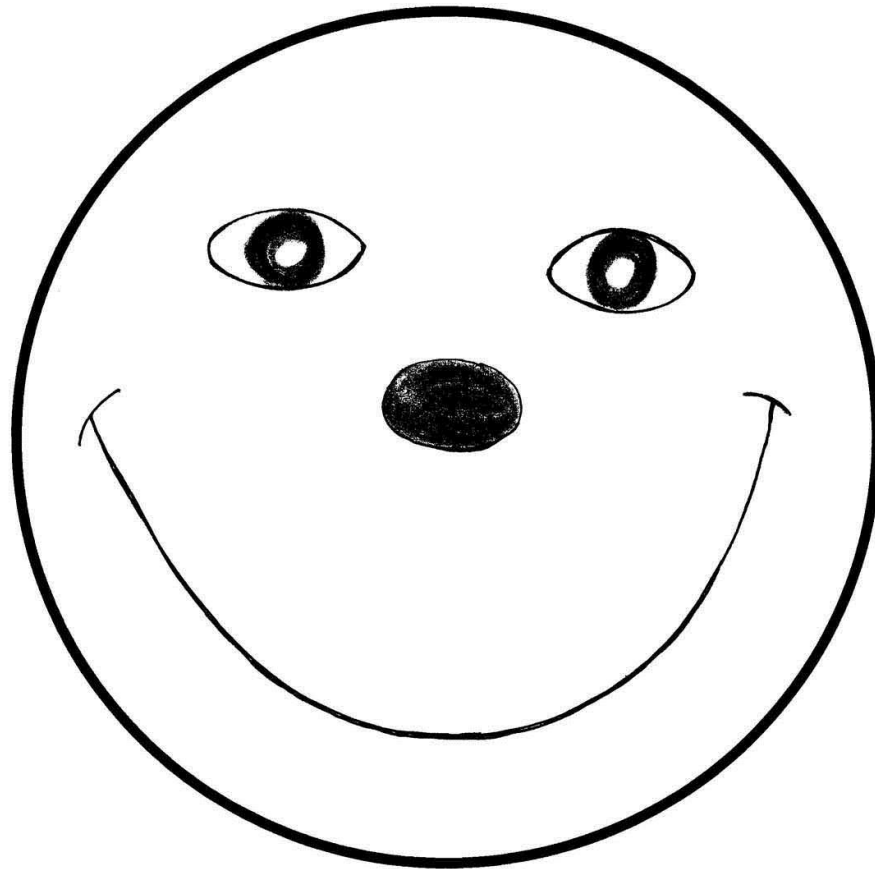
Zolotow, Charlotte, 1987, Thomas Y. Crowell, New York.

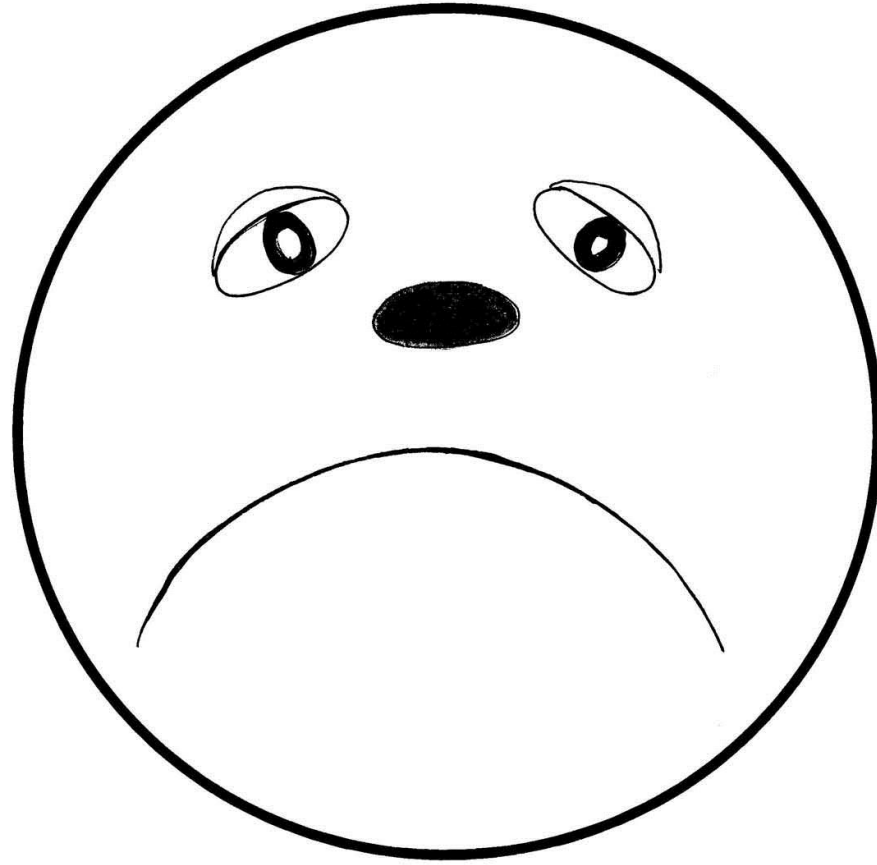
A story about a little girl answering her mother's questions about why she likes to be little. Captures the special joys of childhood, and happiness in being little.

Gordon's Got A Snookie

Shanahan, Lisa, 2002, Allen & Unwin.

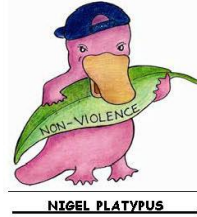
A cheeky, infectiously happy story about a big, strong hairy gorilla living up to his image. A delightful blend of humour and a gentle message about the acceptability of snookies, or blankies or other comforters.








Together We Make The World



TOGETHER WE MAKE THE WORLD

 **VALUE FOCUS: Togetherness/Unity**

 **AIMS**

Create awareness that we can all live together in peace and harmony if we are united by our similarities, and accept our differences as unique and interesting. Teach children about other people and cultures, so that they interact positively and with understanding with all cultural and ethnic groups.

- Enable children to develop acceptance for people whom they perceive to be different.
- Provide opportunity for children to recognize differences as beneficial and a contributing factor to our diverse and colourful world.
- Children understand that togetherness/unity can be achieved when we accept and value each other.

 **OBJECTIVES**

- Children overcome their anxiety or suspicion towards people from various cultures and backgrounds, and enjoy 'unity in diversity'.
- Children develop skills to interact positively with everyone – regardless of differences in culture, language, race and religion.
- Children develop confidence to challenge unfair treatment of others.



TEACHER FOCUS

Australia is a multicultural nation and has a diverse society. During the formative years of kindergarten and pre-school, the classroom is the place where children learn to forge bonds of 'togetherness' and 'unity'. They expand their learning of other races, languages, cultures and religions to embrace the whole of humanity. This includes acceptance of different physical appearances, abilities and disabilities and opinions. How parents, teachers, and peers respond towards diversity greatly influences young children. In fact it shapes their attitudes and prejudices. Differences need to be viewed as 'unique' and not perceived as negative and weird.

Respect, acceptance, understanding, kinship and commitment to justice are necessary ingredients of togetherness/unity, particularly in a group of people from diverse backgrounds of race, colour, culture, religion, intelligence and abilities.

Teachers may need to answer questions related to diversity as and when they arise. If a child asks, "Why is Jamie's skin so light/dark? Your response could be "Jamie's skin is light/dark because his Mum and Dad both have light/dark skin"; or if a child asks "Why is Susan in a wheelchair?" Simple explanations like "Susan is in a wheelchair because her legs are not strong enough to walk. Susan uses her wheelchair to get around."

Children may have fears about others and their fears should be acknowledged and discussed in order to help them overcome their fears.

From the early childhood the children can be given the necessary social skills to interact positively with other people. They can be taught to live in harmony in a diverse and multicultural society. Children can be encouraged to respect and celebrate differences and broaden their appreciation and acceptance of various cultures by:

- Using dolls with different skin tones, genders and multicultural costumes.
- Tasting foods from other cultures.
- Using books and activities all races and cultures.
- Displaying photographs, posters or wall decorations from different countries.
- Listening to music, songs and instruments from different cultures.



Mind Map of TOGETHERNESS/UNITY

Definition:

Togetherness is a feeling of closeness and warmth with others. Unity is a state of being one, usually to achieve a common goal or acknowledge a common identity. When we are united we complement each other by our uniqueness; we value diversity and live together in harmony. Our aim is the common good beyond race, abilities and backgrounds.

Benefits to us:

We can contribute our talents and skills for the common good. We are able to achieve more. We are able to experience and enjoy what different people in the world have to offer in their customs, traditions, foods, culture, music, arts, literature and religion. We become global citizens.

Benefits to others:

Others feel respected and accepted by us. Others are able to live together with us in peace and harmony. They can work with us as team members knowing that we are not prejudiced, narrow minded, intolerant or unfair.

Togetherness/Unity

Related Values:

- Harmony
- Citizenship
- Kinship

What it is not:

Togetherness/Unity are not:

- Uniformity or sameness.
- Bowing to peer pressure.
- Pretending there are no problems in working together with others.
- Putting oneself or others at risk for the sake of togetherness/unity.



FOCUSING THE MIND

Note:

Light a candle in a safe place where children can see it. You may prefer to use a large colourful drawing of a candle flame.

“Light Visualisation”

“Look at the candle flame. (Pause for 10 seconds). See the beautiful shining light. Now, close your eyes. Keep breathing, slowly – in – out, in – out. See that same flame shining inside your heart. Feel the warmth shining in that special place in your heart. See this bright yellow flame – getting brighter and brighter, bigger and bigger. Soon, it fills your whole body. Your whole body shines with warm golden light! You feel happy, safe and loved. This strong, bright light is always in your heart. It is always there to guide you. It helps you know what is good. Now, let’s shine that light on all of us here in this room. See us all full of light, shining very brightly. Now, let’s send light and love to everyone outside of this room – our family, our friends, the lady at the supermarket, and the postman – all the insects and animals as well. Stay with this light for a few moments (*pause*) and then open your eyes. Stretch slowly like a cat. Take a deep, breath of air into your chest, and breathe out slowly.”



EXPERIENCING THE VALUE

Creative Visualisation

Sit comfortably and close your eyes. Imagine you are at a festival with your family. You look around and you see that there are lots and lots of different looking people. Everyone is having fun! You see people with different types of clothes. You hear people speaking different languages. Some people are wearing colourful costumes and dancing to traditional music. You begin to wonder how and why there are so many different people. Then you think how boring the world would be if everyone was exactly the same. You think about how much you enjoy going to visit your friends at their homes and having fun with them. You enjoy eating all the different foods. You look around the multicultural festival and you see that although many people come from other countries, they are all enjoying the music, dancing and food together. You feel like you are a part of one big family. Stay with these happy feelings. When you are ready slowly open your eyes and stretch.



STORY

The Harmony Bracelet

One day, Harmony Dolphin called all the Value Animals to a special “meeting.” The Values Animals thought “Uh-oh – it must be something important. Harmony Dolphin *never* calls us to meet him, unless it is for something important. Usually Harmony Dolphin is blissfully happy in his ‘Land of Harmony,’ beaming his light and love on everyone.”

Soon, Nigel Platypus, Lucy Koala, Penny Possum, Reggie Kangaroo and Tristan Kookaburra gathered around the sea shore, waiting for Harmony Dolphin to appear.

Suddenly they heard the most beautiful music. It was all around them! They knew that Harmony Dolphin was arriving. A bright sparkling light shone up at them from the blue sea. In a graceful leap Harmony Dolphin came up to the shore. He shone his star rays of love and light all around the Values Animals.

“I have called you here to talk about a problem,” said Harmony Dolphin sadly. “Some of the ‘Harmony Jewels’ are not shining anymore!

Harmony Dolphin showed the Values Animals a bracelet. It was made of beautiful, different coloured jewels. The Value Animals could see that only a few of the gems were shining with a magical glow. The rest of the jewels had stopped shining and looked dull.

“What has happened to the Harmony Bracelet?” asked the Value Animals

Harmony Dolphin sighed sadly. He began to explain to his five friends, “Whenever there are children in the world who do not like others just because they look or speak in a different way to them, the ‘Harmony Jewels’ stop shining. Today, Jamie and Brad would not play with Greg because he speaks a different language and no-one can understand him. Yesterday, Tracy would not help Amanda because Amanda looks different. No-one is playing with Rod, because he is in a wheelchair. The children are afraid. Greg, Amanda and Rod are such friendly children who love to play with others and now they are feeling very lonely and sad inside.”

Now that Nigel, Lucy, Penny, Reggie and Tristan heard what the problem was, they knew there was only one thing to do to get the ‘Harmony Jewels’ to shine brightly once again.

They called all the children of the world to come to the 'Land of Harmony'. Soon all the children of the world gathered in this beautiful 'Land of Harmony'.

"Why are we here?" the children asked.

"Children, we the five Values Animals, have brought you all here together so that you can see what has happened to the 'Harmony Bracelet', said Harmony Dolphin. Tristan Kookaburra flew gently over the land with the 'Harmony Bracelet' in his beak so that all the children could see that only a few of the jewels were shining brightly.

Harmony Dolphin then continued, "Whenever we do not like others just because they look or speak in a different way to us, the 'Harmony Jewels' stop shining. When we are kind towards others and respect them no matter what language they speak, what colour their skin is, or what disabilities they may have, the jewels shine brightly. We all live in this wonderful world of ours. When we understand that then we can all enjoy this world together. We can celebrate the things that make us the same, like enjoying good food, laughter, friendships and kindness as well as the things that make us different. Together, we make a wonderful world!

"Yes! Together, we make the world!" said Lucy Koala lovingly. All the children looked around and realized how beautiful it was to have so many different people, animals and plants in the world. They all chanted happily together, "Together - We Make The World!"

Immediately the Land of Harmony lit up with the most beautiful bright magical glow! It lit up the land in a rainbow of colours. Harmony Dolphin held up the 'Harmony Bracelet' - it shone brightly, and reflected its colours onto all the children, so that everyone was also shining with all these magical colours!

Everyone cheered excitedly when they saw how brightly the jewels shone now! "Go home children and remember what you need to do to keep the 'Harmony Bracelet' shining brightly," said Harmony Dolphin. The children looked at each other and thought - "All we need to do is remember that we can make this world a happy place by living together in harmony!" They smiled at each other and said in one voice, "Together - we make the world!"



Value Questions

1. Why did Harmony Dolphin call the Values Animals for a meeting?
2. Why did the jewels in the 'Harmony Bracelet' stop shining?
3. What did the Values Animals decide to do when they heard what had happened to the 'Harmony Bracelet'?
4. What did Harmony Dolphin tell the children?
5. How do you feel if someone does not want to play with you because you look different or speak a different language?
6. What did the children do to make the 'Harmony Bracelet' shine again?
7. What do we have to do to make sure that the 'Harmony Bracelet' is always shining brightly?



SONGS

1. Together We Will Make A Difference

(Tune: on CD)

Together we will make a difference
Together we will bring peace to this world
Together we will shine
Live a life of giving
Open your hearts of gold
This message of love will unfold

2. In Peace And Harmony

(Tune: on CD)

When we live together in peace and harmony
When we live together how happy we will be
Together, together, you and I are We
When we live together we'll bring harmony

3. We Are The Same Inside

(Tune: on CD)

We are the same inside

Loving kindness makes us right

We are the same inside, we are humanity



ACTIVITIES

I. Discussion

Did you know that when we live together happily we become very strong?

Have a box of extra long coloured pop sticks or spills ready to demonstrate the strength of 'unity'. Teacher holds up one pop stick or spill and shows the class how easily it breaks. Teacher then holds up a handful of pop sticks or spills together and demonstrates to the class how the pop sticks or spills (representing our community) are now very strong and cannot be easily broken.

It's exciting to live where different people speak different languages and eat different foods. Then, we can try new things to eat, and learn different ways to say things. When we live together in unity we become very strong. We are all so fortunate to live in a country where there are so many different people.

Can you give me an example of some languages that people speak? *Have a recording of a few songs in different languages or a well known story in another language to play to the children, so that the children can enjoy listening to them. If there are ethnic parents or grandparents, ask them to talk on a tape, or read a story, especially one the children know. The children can then listen at the 'listening corner'.*

Can you think of families who come from different parts of the world who may look or dress differently to you? *Show children photos or a book of people from around the world dressed in traditional costumes.*

We all have something that we can contribute. Even if we have no legs, we can still paint lovely pictures with our hands. Even if we have no hands we can still have fun racing each other.

Show children examples of paralympic games, as well as an athlete or a body builder to demonstrate different abilities.

II. Classroom Activities

1. Enlarge Inspiration Drawing “Together We Make The World” – Diagram on page 308, to A3 size for use as a classroom resource. Give children an A4 copy of Inspiration to take home.
2. ‘Harmony Bracelet’
Children do a craft activity making their ‘Harmony Bracelet’. Using elasticized string, and different coloured ‘jewel’ like beads, children thread beads onto the string. Write the inspiration “Together We Make The World” onto a small piece of coloured cardboard and punch two holes on either side of the cardboard. Thread them onto the bracelet and join up the two ends to create a bracelet. Children will be reminded of the ‘Harmony Bracelet’ story when they wear it.
3. Varieties of Taste
Use pre made pizza base. Preheat oven beforehand. Have various toppings prepared in bowls. Children wash hands and put a selection of toppings that they choose for their pizza. Show them that although everyone has the same pizza base, we can choose different toppings, and we can all enjoy a variety of toppings. We all have different tastes in music, clothes etc. In the same way people from other parts of the world have many different characteristics, and it makes the world a more interesting place to live in. Teacher cooks pizza base in hot oven and shares out at morning tea.
4. Bring a globe into class and ‘visit’ different countries. Spin globe, stop it, point to country, then open an encyclopedia describing that place. Repeat two or three times. Ask them to imagine that the world is like a huge house with lot of rooms. The rooms are like all the different countries and the world is like a big house..
Parents and grandparents can be invited to talk about their country of origin.
Reinforce ways that we can live together in harmony in our ‘World House’. Children learn about the languages, types of food, music, customs etc. from that country. Children sing the songs they have learned at the end of these sessions. Invite parents to fetch children a little earlier to watch and hear them sing the song.
5. Using bits of old crayons to represent various cultures, religions etc., put the various colours into cupcake tins lined with cupcake papers. Explain to the children how all these different colours represent the different people or cultures. When they are mixed together we can make a beautiful drawing. **Use bright colours.**

Put the cupcake tins into a 180 degree preheated oven. Leave until soft, approximately three to five minutes. Take out; cool until warm (not hot). Roll into shape and cool. Children use multicoloured crayons to do free style drawings. Reinforce how all the different colours make it look so pretty. Display finished drawings with inspiration "Together We Make The World" written across the top.

6. Harmony Garden

Grow seeds from a variety of plants and make a 'harmony garden' with the children. Explain how all the different varieties of plants and flowers make up a beautiful garden, and how in the same way all the different people make up this beautiful world. Point out the differences such as different shaped leaves or a variety of coloured flowers. Point out the similarities, such as all the plants in the garden need water and sunlight to grow. In the same way we too also need food and water for our growth and well being.

7. Together Chains

Using coloured construction paper cut into 7cm x 30cm strips. Give each child one strip of paper. Children fold the paper in half **lengthwise**. Children use scissor to cut out little triangles along the full length of the fold. Unfold strips and decorate strip with glitter glue, paint, or textas. Demonstrate to children how to form a circle by looping one strip and gluing the ends together. Help children to attach their loops onto the chain. For the last link use a different coloured paper and get all the children to stand together. Teacher glues it together and everyone sings the song "When We Live Together" or children may chant in unison "Together we make the World!" Make a sign with the Inspiration written on; hang the paper chain near a window so the light will shine through the cut-out patterns. See Diagram on page 327.

8. Unity Necklace

Note:

It is a good idea to try out this activity beforehand, so that when you do it for the class you are familiar with it.

Have different coloured or shaped beads and thread. Hold up thread and place a different bead on for each person. You might want to be more detailed i.e. this is Harry and he is Chinese, this is Martha and she is Polish; or this is Kathy and she is Christian or Muslim or Jewish. Place different and various beads on the thread. Then include yourself and others, like mums and dads, until a necklace is created.

Hold it up and show how the different beads and shapes look so different. But have a look at what is the same throughout all the beads. Show the thread running through the beads, and ask children if they can see what is the same.

9. "Web Of Unity Exercise"

Note:

Children sit in a small circle. Teacher hands out one ball of pink wool. Teacher shows the children how to make a 'circle web'. Pass the wool back and forth across the circle until each person in the circle is holding onto a section, so that everyone is 'connected'. Teacher joins in the circle, holding ends of the ball of wool together.

"Everyone sit up straight. Feel the soft wool in between all your fingers. This thin wool connects all of us to each other. We are all part of this beautiful web of wool. We all belong together. Your wool string is a telephone line. Let's all send out a kind thought along it to everyone else. Sit still for a moment. Feel everyone else's kind thoughts zooming through your string, to everyone else. Feel them come back to you along this 'telephone line'. Remember that everyone has an invisible 'telephone line' to everyone else in this world. It doesn't matter how faraway you are from someone. When you have kind thoughts, your kind thoughts travel through the 'invisible telephone line,' and reach the other person. It also comes back to you. That is the why we should always send out kind thoughts.

10. "Our Beautiful World" Collage

Provide a "Collage Trolley" filled with paper, glue, string, wool, plastic, boxes, paints, glitter, textas etc. Supply a large piece of Cardboard. Take photographs of the children doing an art activity for children to add onto collage. Discuss how we can do things to make this world beautiful. Ask children to create a collage of a beautiful world using the material provided. Add the Values Animals in their natural habitat onto collage. Write Inspiration above and display.

III. Games

Together We Make The World Game 1

Note:

Start off by doing in small groups and then progress to whole class. Could also do in a circle with one child in the middle miming the activity.

Children to stand in two lines. Divide the lines by placing two different coloured strips in a basket equal to the number of children in the class. Each child draws a strip and moves into their 'coloured' line. Teacher says "Baker, Baker, can you teach me how to bake?" One child from each line steps forward and pretends to bake (mime). When the teacher says "Thank you Mr. Baker," the two children joins the circle with the teacher. Teacher says "Gardener, Gardener, can you teach me how to plant and water some flowers?" The next two children step forward and pretend to plant and water some flowers. When the teacher says "Thank you Gardener, the two children join the circle with the teacher. Game continues with the Teacher using their own examples or use some of these.

"Dancer, Dancer, can you teach me how to dance?"
"Runner, Runner, can you teach me how to run?"
"Frog, Frog, can you teach me how to jump?"

The objective of this game is to make the children aware of what we can learn and how we benefit from all the different people in the world. You can also use various themes like learning how to make different foods from different countries (pizza, curry, etc.); or singing songs in different languages. At the end everyone goes round in the circle singing the songs they have learned for this Inspiration.

Staying Connected Game 2 ¹

Pair up the children to share a beach ball. Together, they have to hold the beach ball without using any hands. They will discover all the different ways they can hold the ball between them, such as head to head, back to back or side to side while moving around the room to the designated areas as instructed by the teacher. "Two heads are better than one!"



PARENT LINK

1. Find out which families come from other countries and invite them to speak to the children about their country of origin; and also if possible wear traditional dress.
2. Invite parents to fetch children a little earlier so that they can watch them working together and listen to the children sing the songs together.
3. Invite parents to see the "Together We Make The World" paper chain.

4. Ask parents to bring in any material that can be added to the 'collage trolley'.
5. Children take home:-
 - A copy of Inspiration Drawing. This could be coloured in and displayed.
 - 'Parent Link' Letter, page 322 and 323.



Value Focus: Togetherness/Unity

Dear Parents,

The Value Focus for _____ is "Togetherness/Unity".
The Inspiration we are using is, **"Together We Make The World."**

From an early age children can be given the necessary social skills to interact positively with people of different physical appearance, cultures, languages, opinions, abilities and disabilities, and learn to live in harmony in a diverse and multicultural society. How adults respond towards others, greatly influences young children's view of the world. They often develop their attitudes and prejudices by imitating adults, particularly the parents.

If a situation arises and there is a need to answer questions relating to diversity, it should be discussed simply and respectfully. For example if a child asks "Why is Jamie's skin so light?" A simple response could be "Jamie's skin is light because his Mum and Dad both have light skin."
If a child asks "Why is Susan in a wheelchair?" Simple explanations like "Susan is in a wheelchair because her legs are not strong enough to walk. Susan uses her wheelchair to get around." Your child may have fears about others and these should be acknowledged and discussed so that your child can deal with his/her fears.

Children experience togetherness/unity when ties within the family, at school, in the community and in the world are warm and trusting. This comes about when we complement each other, and appreciate the richness of the resources available through our interactions with others.

We are doing a variety of activities to encourage and inspire the children to understand the benefits of togetherness and unity. We will be pretending to 'visit' different countries. If you or anyone from your family can speak another language or has come from another part of the world, we would love to find out more about your traditions, cuisines and customs. We are also looking to record a familiar story in another language.

For our large collage of "Our Beautiful World" we would really appreciate it if you could bring in any material that can be added to our 'collage trolley'.

We would like you to come to visit your child on _____ at _____, and listen to songs the children have learnt and see the paper chains they have made.

To encourage your child to respect and celebrate differences and broaden appreciation and acceptance of other cultures, we request you to please:

- Read with your child books about people from different countries and abilities – including disabled people.
- Ask your child to tell you the story he or she did in class and how it relates to the 'Harmony Bracelet' that your child will bring home.
- Look for examples to point out to your child where your family has benefited from another culture e.g. Variety of foods from other countries.
- Help your child to learn positive words to describe themselves and others both in English and in another language, if possible.
- Children will pick up from your attitudes, prejudices and bias, so please be mindful of the example that you set.



MATERIALS NEEDED

1. Discussion. Box of extra long pop sticks or spills in a variety of colours.
2. Activity 1. Copies of inspiration drawing “**Together We Make The World**” for each child to take home. Diagram on page 308.
3. Activity 2. Elasticised String, Jewel-like beads, cardboard, punch.
4. Activity 3. Pizza bases for each child, plastic bowls to put toppings into, trays to bake pizza.
5. Activity 4. World Globe, music from various countries, books about people from different parts of the world.
5. Activity 5. Cupcake tins, paper cupcake shells, bits of old crayons, A2 sized paper for freestyle drawings.
6. Activity 6. Seeds and plants for garden.
7. Activity 7. Coloured construction paper, scissors, glue stick, glitter glue and any other decorating material for paper chain. Cardboard for Inspiration banner. Diagram on page 327.
8. Activity 8. Different shaped and coloured beads and thread.
9. Activity 9. Pink wool.
11. Activity 10. Materials for ‘Collage Trolley’ – wool, blue, string, paper, plastic, boxes, fabrics etc., Butcher’s Paper, glue, paint, crayons, textas etc., Camera for photos, A4 copies of Value Animals.
10. Game 1. Strips of coloured paper.
11. Game 2. Beach balls for game.
12. Parent Link. Copies of letter to parents, page 322 and 323.



STORYBOOKS

The Crayon Box That Talked

Derolf, Shane, 1997, Random House, New York.

Once upon a time in a toy store, there was a box of crayons. The crayons in it just couldn’t get along. Yellow did not like Red, and neither, for that matter, did Green. And no-one at all seemed to like Orange. As Blue pointed out, something was very wrong. But something very right begins to happen when a little girl takes these crayons home and starts colouring with them. They realize that the big picture they make together is ever so much more exciting and varied – yes, even dazzling! – than the small pictures they make alone. This is a simple story with a big, important message.

What A Wonderful World

Weiss, George David, & Thiele, 1995, Bob, Atheneum Books, Simon & Schuster, New York.

This book expresses to children the beauty and the harmony of the world around them. With bright colourful artwork by Ashley Bryan, it depicts children from many backgrounds, bringing a sense of hope, wonder and gratitude.

Whoever You Are

Fox, Mem, 1997, Harcourt Brace & Company.

Fox has composed a simple refrain to celebrate human connections in this lovely picture book. "Little one, whoever you are," she explains, "there are children all over the world who may look different, live in different homes and different climates, go to different schools, and speak in different tongues but all children love, smile, laugh, and cry. Their joys, pain, and blood are the same, "whoever they are, wherever they are, all over the world." An excellent book for teaching acceptance and understanding of others.

Susan Laughs

Willis, Jeanne, 1999, Anderson Press, London.

This is a story of a girl called Susan, who likes to do the same things that other children do. The last page shows that she is in a wheelchair, and this gives the young reader insight into Susan's world - although she is in a wheelchair, she loves the same things as you and I. Delightful illustrations throughout the book.

Frog and the Stranger

Velthuijs, Max, 2000, Milet Publishing Ltd., London.

Frog's friends are unhappy when Rat, a stranger, sets up camp at the edge of the woods. But Frog doesn't mind that Rat is different and the two become friends. Soon, Frog's friends learn to appreciate that different does not mean bad and that their ideas about rats were all wrong. This outstanding title featuring the popular character Frog addresses the subject of prejudice with sensitivity and subtlety, in dual language.

Loving

Morris, Ann, 1990, Lothrop, Lee & Shepard Books, New York.

From one country to the next – even from different regions – people may wear different clothes, eat different foods, and play different games. But all over the world, they show their love for others in the same ways – by holding, helping, feeding, talking, listening, teaching, and sharing. This photographic look at loving, around our world, provides a glimpse into a rich variety of cultures.

Looking After Louis

Ely, Lesley, 2004, Frances Lincoln Children's Books.

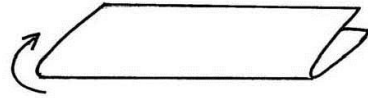
"There's a new boy at school called Louis. Louis sits next to me and I look after him. He's not quite like the rest of us. Sometimes I wonder what he's thinking about. He often sits and stares at the wall. If I ask him what he's looking at he says, 'Looking at' and carries on looking." This introduction to autism shows how – through imagination, kindness and a special game of football – Louis' classmates find a way to join him in his world. Then they can include Louis in theirs

Amazing Grace

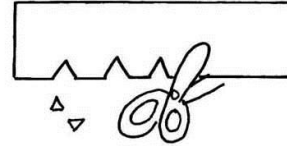
Hoffman, Mary, 1991, Francis Lincoln Ltd.

Grace is a black girl who believes she can be Peter Pan in the school play, until friends make fun of her because she is a girl and black. Her grandmother gives her the faith to be what she believes she can be, so she gets the part of Peter Pan.

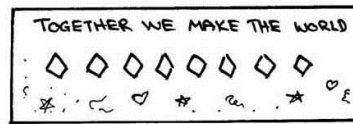
Together Chains



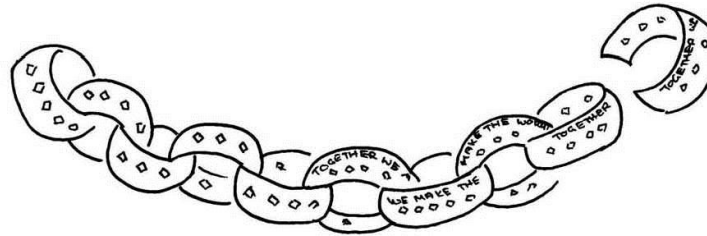
1. Fold the strip in half.



2. Cut triangle shapes on the fold line.



3. Open out and decorate the wristband



4. Join the first wristband together and link the rest to make a chain.

