

AGE 3-6

I look like my words

TOPIC(S)

Digital Citizenship | Emotions

SUBJECT(S)

Civic Education

KEY COMPETENCES

- Communication in the mother tongue
- Communication in foreign languages
- Social and civic skills
- Cultural awareness and expression

PRINCIPLE(S) OF THE MANIFESTO OF NON-HOSTILE COMMUNICATION

02. You are what you communicate

FUNDAMENTAL QUESTIONS

- What are emotions?
- How do we express them?
- Do you know what it means to be sad, scared, worried, happy?
- Can you tell how you feel?

You are what you communicate | 15'

Let's read the second principle of the Manifesto of non-hostile communication for children



The Manifesto of Non-Hostile Communication





TEN THINGS THAT PARENTS AND TEACHERS CAN EXPLAIN TO EVEN THE YOUNGEST OF CHILDREN

1. Virtual is real
THE INTERNET IS NOT A GAME. ALTHOUGH A DIFFERENT PLACE, IT IS REAL. THE INTERNET IS ALSO MADE UP OF THE GOOD AND THE BAD. YOU MUST BE CAREFUL!

6. Words have consequences
HORRIBLE WORDS SCAR AND HURT. IF YOU HURT SOMEONE USING WORDS, THEY WILL NO LONGER BE YOUR FRIEND. THE MORE NICE WORDS, THE MORE FRIENDS!

2. You are what you communicate
YOU MUST BE KIND. THERE ARE PEOPLE LIKE OURSELVES BEHIND THE PHOTOS. IF YOU SAY UNKIND THINGS, THEY WILL BE SAD, OR REGARD YOU AS BAD.

7. Share with care
THE INTERNET IS LIKE A FOREST: IT IS BETTER TO BE ACCOMPANIED BY AN ADULT. YOU NEVER TELL STRANGERS YOUR NAME, AGE OR ADDRESS.

3. Words shape the way you think
YOU MUST THINK BEFORE SPEAKING; COUNT UP TO TEN! THIS WAY YOU CAN FIND THE CORRECT WORDS TO SAY WHAT YOU WOULD LIKE TO SAY.

8. Ideas can be discussed. People must be respected
SOMETIMES WE MAY NOT AGREE; IT IS NORMAL. IT IS HOWEVER NOT NORMAL TO SAY HORRIBLE WORDS TO A FRIEND IF THEY HAVE A DIFFERENT OPINION.

4. Listen before you speak
NOBODY IS RIGHT ALL THE TIME. LEARNING AND LISTENING IS GOOD AS YOU UNDERSTAND THE THOUGHTS OF OTHERS AND YOU MAKE FRIENDS.

9. An insult is not an argument
OFFENDING SOMEONE IS NOT FUN. YOU MAKE THE OTHER PERSON SAD AND ANGRY. NOW THAT YOU ARE GROWN UP AND ARE ABLE TO SPEAK, THERE IS NO NEED TO SHOUT.

5. Words are bridges
SOME WORDS CAN MAKE YOU LAUGH AND MAKE YOU FEEL GOOD, JUST LIKE A CUDDLE OR EMBRACE. EMBRACING USING WORDS IS GREAT

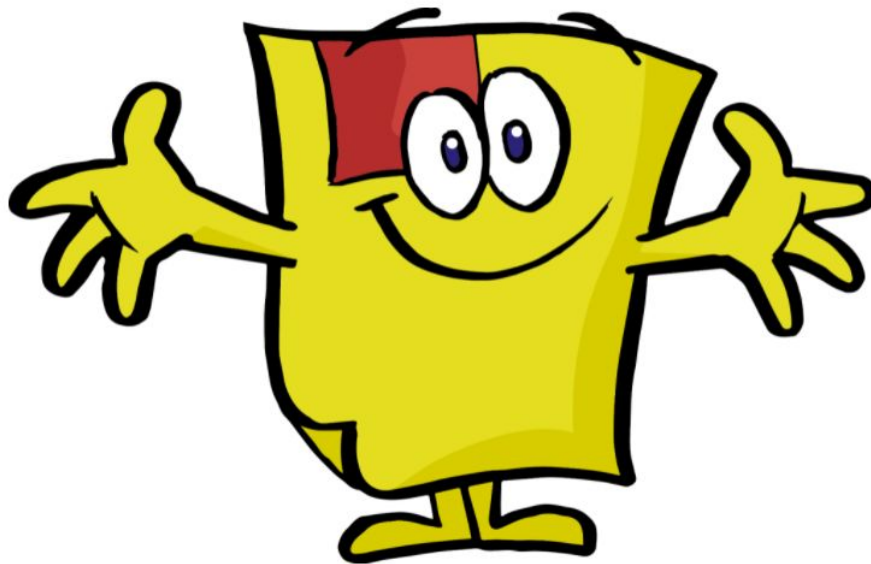
10. Silence says something too
SOMETIMES IT IS RIGHT TO SAY NOTHING. WHEN YOU DO NOT KNOW WHAT TO SAY, SAY NOTHING! YOU WILL FIND THE RIGHT TIME TO SAY THE RIGHT THING.



The teacher introduces the second principle of the Manifesto of non-hostile communication — "You are what you communicate. On the Net you have to be kind because behind the photos there are real people. If you say bad things, they will be sad or think you are bad." The teacher then asks the children to try to explain what they think it means that if we say bad words, others become sad or think you are bad.

Everytime we say something, we show what we are like | 15'

Use the cutout of the Manifesto
[You can download the image here](#)



The teacher can tell what follows as if it were a fairy tale, or enact a skit in which it is told by a puppet or a previously crafted cutout of the Manifesto of non-hostile communication: *"Phones, smartphones and PC's are amazing machines that can take you to InternetLand. Fun fact: these devices are more powerful than the computer that was aboard the rocket that brought humankind to the Moon 50 years ago! It took a truly extraordinary computer to organize such a long and adventurous journey. Of course, when you are online, you have to decide carefully where to go, because as in real life, on the Internet we meet people. Some of these people are very popular. Children, who are your favorite creators? Do you like any YouTuber in particular? What do you like about him or her?"*

The children take turns answering the questions guided by the teacher.

The teacher can go on to underline that meeting people on the Internet is not all that different from meeting them in person: if they tell you funny and kind things, you'll think they are kind and funny, if instead they tell you bad or unpleasant things, you'll think they are either obnoxious or mean. In short, every time we say something we also show what we are like at that very moment! Which are the words we say most often? Are they kind words?

Sadness | 15'

Show the image



On the Internet, emojis can also be used to tell others how we feel.

The teacher asks students to try to recognize the emoji he/she will show them and explore together the emotions they have felt in the past few days, starting with:

Sadness

For example, you can be sad after a fight with a friend, or because you miss your grandparents, or because you feel a little lonely, as is the case some days.

It is normal to feel sad and you can tell others how you feel! In fact, sometimes you might feel better after sharing your emotions. You can also use your imagination to come up with a way to be happy again! If you can't go out with a friend, for example, you can call them on the phone or send them a drawing. Starting from their experiences, the teacher invites the children to indicate in what situation they feel sad and asks them to find possible ways to feel better.

Fear | 15'

Show the image



Here is another emoji. What emotion does it represent?

Fear

Everyone has sometimes been worried, but it's important to know that fear is a crucial emotion for every human being because it can sometimes save our lives! Think for example of a little mouse that runs away when a big cat arrives and wants to eat it. Or about the attention you pay when you have to cross the road: only on the pedestrian crossing, when the traffic light is green and only after looking left and right to make sure that no cars, motorcycles or bicycles are coming, and maybe hands in hands with an adult. Fear, therefore, allows us to be careful and protect ourselves and the people we love.

The teacher can ask the students about how they feel when they are worried and how they are able to get rid of this weight if they talk to someone about it, thus feeling lighter.

At this point the teacher can ask the children what their fears are, highlighting that they are not alone because everyone is afraid of something at some point and we often have similar fears. The teacher then asks them if talking to someone helps them feel better and invites them to try.

Anger | 15'

Show the image



Another emotion is:

Anger

How many times have we been angry in the last few days and who have we been most angry with?

Everyone freely answers the questions. The teacher can start from their own experience: "Even grown-ups happen to get angry!"

The teacher can use this metaphor: when you are angry you are like a volcano and your words are like flames! Be careful not to hurt anyone! Try to use the words "I am angry because..." and maybe the anger will die down a bit. Well, when you got angry in the situations described earlier, why did you get angry? There is always a reason behind anger and it is very important for us and for others to find it.

Joy | 15'

Show the image



Here is a pleasing emotion to feel:

Joy/ happiness

Every day, even those that seem sadder and cloudy, there are many beautiful things that make us happy: getting up calmly on a holiday, being accompanied to school by mum or dad during the week, making a cake at home if it's raining outside and you can't go out, playing with your brothers and sisters or with your friends, or receiving a message from a person you care about who doesn't live near you. How wonderful! Conclude the meeting by taking turns saying all the beautiful things that make us happy every day.

Tips and other activities

The teacher can organize specific meetings to each of the proposed emotions, with circle time, drawings and readings.

AGE 3-6

Scattering feathery words

TOPIC(S)

Sharp words | Feathered words

SUBJECT(S)

Civic Education

KEY COMPETENCES

- Communication in the mother tongue
- Social and civic competences
- Cultural awareness and expression

PRINCIPLE(S) OF THE MANIFESTO OF NON-HOSTILE COMMUNICATION

03. Words shape the way I think

FUNDAMENTAL QUESTIONS

- Which words do we like?
- Are there words we don't like?
- Do we ever say something and then think that a different word would have been more appropriate?

Nobody is always right | 10'

Let's read the third principle of the Manifesto of non-hostile communication for childhood

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The Manifesto of Non-Hostile Communication

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The teacher invites the children to sit in a circle and introduces the third principle of the Manifesto of non-hostile communication for childhood.

They start counting: 1, 2, 3, 4... to show that they are taking time to think carefully about the words to be spoken. They point out, however, that this cannot always be done, especially in the world of the Internet, where everything goes so fast...

What happens then?

Sometimes we don't choose the right words to express what we are thinking, and use whichever ones first come to mind.

Sharp words | 15'

Let's write the sharp words on little cards and throw them in a garbage bag

The teacher underlines that every day we use a lot of words when we talk to others, but we shouldn't be in a hurry to utter them! We also need to be careful not to use sharp words.

Which words are those?

In turns, every child says aloud a word that they do not like to hear and that could hurt them (for example: go away, leave me alone, you can't play with me...).

The teacher takes notes, writes the words down and puts the note in a garbage bag.

In magic school | 20'

Let's transform the sharp words sprung from the previous game

The teacher refers once again to the concept of sharp words and feathery words.

Sometimes we might have been told words we just didn't like, and sometimes we might have used a few sharp words ourselves. Maybe they just slipped out of our mouth, because we didn't think about them too much! Maybe that same sentence could have been said in a kinder way. For example, instead of saying "Hey, give me that game back now!!!", what could we say?

The teacher suggests that the children try to do a little magic: transforming sharp words into feathered words.

The activity starts from the sentence quoted as an example, which could become: "Hey, I was playing with that game; could you give it back to me? If you want, I'll lend you this one!" Sounds different, right? If we search our thoughts well, without haste, we will surely be able to find kinder words!

When we manage to find the right words to say what we think, we and other people all feel better. The teacher then suggests that boys and girls try this magic and see if it works, taking a cue from the sharp words that have been locked up in the garbage bag.

Let's exchange feathered words | 15'

We use either a cotton ball or a feather

The teacher now suggests saying feathery words, that is, words that are kind and make people smile (such as "thank you", "please", "I love you"...). Kind words can be addressed to classmates and accompanied by a light caress with a cotton swab. To conclude, the teacher asks the class what effect the feathery words generated compared to the sharp words.

AGE 3-6

The silence game: listen to my silence

TOPIC(S)

Digital Citizenship | Awareness and responsibility | Cooperation | Emotions | Collaboration

SUBJECT(S)

Civic Education

KEY COMPETENCES

- Communication in the mother tongue
- Digital skills
- Learning to learn
- Social and civic skills
- Cultural awareness and expression

PRINCIPLE(S) OF THE MANIFESTO OF NON-HOSTILE COMMUNICATION

10. Silence says something too

FUNDAMENTAL QUESTIONS

- Do you know silence?
- What can you hear in silence?
- Is silence important?

Introduction | 10'

Let's read the tenth principle of the manifesto of non-hostile communication for childhood

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The Manifesto of Non-Hostile Communication

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The teacher invites the pupils to sit in a circle and begins the meeting by reading the tenth principle of the Manifesto of Non-Hostile Communication for Childhood in order to introduce the topic.

After they are done reading, they stay silent for a few seconds and check the reaction of the class. To answer the questions that are likely to come, the teacher explains they were playing the silence game.

The silence game | 30'

Let's play together

At this point the teacher invites boys and girls to play the silence game all together, and those who want to, can do so by closing their eyes; the important thing is to be in a comfortable position! They then explain they will count up to 10 and that at the end of the count everyone will have to be silent.

Whoever talks or laughs, loses!

Once the activity is completed, everyone thinks about it together: was it difficult? Did all of them manage to stay silent until the end?

The teacher will also ask if they heard anything during the activity that they usually don't notice: for example, they might have heard the sound of the wind, the pattering of rain, the rustling of branches, voices from other classes, the honking of passing cars. The teacher ends the activity by saying that we all need some silence, because it helps us relax and concentrate.

Sometimes, however, silence can be a little frightening, so you'd rather have some noise filling up that void, for example by turning on the TV, the radio, or by playing video games. The teacher then asks the pupils if they have ever "filled silence" this way, guiding the discussion that ensues.

Conclusion | 20'

Watch the episode "The sound of silence" from the TV show "Peep and the big wide world"

Link to the [episode](#)

To conclude the activity, the teacher can propose to watch together and comment on the episode – or some clips – of the program entitled "The sound of silence".

AGE 3-6

Kindness seedlings

TOPIC(S)

Awareness and responsibility | Sustainability

KEY COMPETENCES

- Communication in the mother tongue
- Learning to learn
- Social and civic competences
- Initiative

FUNDAMENTAL QUESTIONS

- What do plants need to grow well? What about us?
- Do I pay attention to the world around me?
- Am I careful to use kind words such as "thank you" and "please"?

SUBJECT(S)

Civic Education

PRINCIPLE(S) OF THE MANIFESTO OF NON-HOSTILE COMMUNICATION

01. Virtual is real
02. You are what you communicate
03. Words shape the way I think
04. Listen before you speak
05. Words are bridges
06. Words have consequences
07. Share with care
08. Ideas can be discussed. People must be respected
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Facciamo germinare i semi | 20'

For the seed germination experiment you will need lentil and bean seeds, four plastic plates, wadding and some water.

The teacher asks their pupils if they have flowers or seedlings at home and if they know how to take care of them.

At this point, the teacher introduces the seed germination experiment, the steps of which are listed below:

- Place some pieces of cotton wadding on four plates;
- Spread a handful of lentils and beans on top of them, moistening everything;
- Place two dishes on a window sill, in the sunlight, and two in an enclosed space (for example in the closet).
- Water them a little bit every 2 or 3 days.

Let's observe | 20'

Observe the seedlings that grew from the germinating seeds

After a few days, seed germination will begin and small white roots will grow. After a week, the seeds will have started to develop and small leaves will have grown.

The seedlings inside the closet will have grown very quickly and will be characterized by a white, weak stem with yellowish leaves; those on the sill will have grown less, but will be green and stronger.

Gentle seedlings | 30'

Cut out the kind words and write them on the leaves

At this point, the teacher will introduce the concept of "word care" with an analogy: like seedlings that need water to grow healthy and strong, our words must be "watered" with kindness to grow at their best.

The teacher will then invite the pupils to draw their own "little map of kindness" or, alternatively, s/he will provide a drawing ready to be coloured ([you can download a template here](#)).

Every child will cut out the plant leaves and insert their own words of kindness: they will dictate them to the teacher, who will write them down as dotted lines so that the children can be the ones to "write" them.

The seedling will then be taken home and shown to the parents.

Conclusion | 20'

Read the Manifesto of non-hostile communication for childhood

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Finally, the teacher will introduce the Manifesto of non-hostile communication for childhood, presenting it as a small aid for always finding kind words: as homework, each child, with the help of a parent, can choose a principle and represent it graphically.