

AGE 6-10

My first mobile: instructions for use

TOPIC(S)

Digital Citizenship | Awareness and responsibility | Web reputation / Online identity

SUBJECT(S)

Civic Education | Literary and Humanistic Area | Artistic and Expressive Area

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

01. Virtual is real
02. You are what you communicate
07. Share with care

FUNDAMENTAL QUESTIONS

- What is the Web? What can we do thanks to the Internet?
- How and when do we use our mobile?
- What does "virtual is real" mean?
- Is communicating via phone the same as communicating in person?
- Can we use it moderately?

Watching the video "My First Mobile - How Children Should Use Their Mobile Phones - Tips and Advice" | 10'

Watch the video

<https://www.youtube.com/watch?v=MVUTOuhiwxY>

To introduce the topic the teacher shows, at least twice, the video "My First Mobile - How Children Should Use Their Mobile Phones - Tips and Advice"

Class reflection on the use of the internet | 50'

The teacher asks the pupils to answer the fundamental questions with the help of the video (or book). They then try to reflect with them, especially on the suggestions at the end of the clip. At this point, the teacher will have the children draw a picture (or distribute printed copies) of a telephone and asks them to represent three comic strips on the screen, in which they must:

- write down the aspect of the video that most struck them (as if it were a message/advice to send to a friend)
- draw three emoji expressing their state of mind
- draw an hourglass, with a space next to it in which to indicate the maximum amount of time the smartphone can be used daily.

AGE 6-10

Nice to meet you, we are emotions!

TOPIC(S)

Digital Citizenship | Awareness and responsibility | Emotions

SUBJECT(S)

Civic Education | Literary and Humanistic Area | Artistic and Expressive Area

KEY COMPETENCES

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

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

04. Listen before you speak
05. Words are bridges

FUNDAMENTAL QUESTIONS

- What are emotions?
- Which ones are the main emotions?
- How can one visually express them?

Introduction to emotions | 25'

Watch the video

<https://www.youtube.com/watch?v=dOkyKyvFnSs> / <https://www.youtube.com/watch?v=1S0RKRRyqhQ> / <https://www.youtube.com/watch?v=ruQImvtU-t0>

The teacher, in a dialogue with the class, introduces emotions as if they were introducing new people to the children, i.e. by telling them how many they are, their names, what they look like, etc., and by saying that the whole world knows them, since they manifest themselves visually on our faces. How can we identify them?

Example: Joy: the corners of the mouth move upward, cheeks lift up, pushing the lower eyelids and making wrinkles visible around the eyes, eyes wide open to observe; Fear: eyebrows are raised and pulled together, upper eyelids rise, lower eyelids get stretched, eyes are wide open (as if to take a good look at what is going on), lips are straight...

You can ask the children to mime the emotions themselves, after showing them the mimicry, and have them explain in their own words where they feel these emotions.

"Emotion Memory" activity | 25'

Play Emotion Memory

After finishing the presentation on emotions, the teacher invites the children to play "Emotion Memory." The teacher can show how the game works beforehand by presenting examples of card associations. After the cards have been shuffled and placed face down on a table, each participant takes turns flipping two cards, trying to match the emoji with the name of the corresponding emotion to form a pair [a pair = emoji + name of the emotion].

In case the class is large you can create two or more groups to play at the same time.

Conclusion "to each their own emoji" | 10'

Use sheets, a notebook or a folder for Civic Education to carry out this step

At the end of the game, the teacher will invite pupils to draw on a sheet of paper, a notebook or their own Civic Education logbook one or more emojis representing the emotion(s) felt during the activity, inviting whoever wishes to do so to externalize the reasons for their choice, thus enhancing the aspects of collaboration and exchange offered by the game.

AGE 6-10

Let's listen to each other

TOPIC(S)

Digital Citizenship | Emotions | Cooperation | Conflict | Inclusion

SUBJECT(S)

Civic education

KEY COMPETENCES

- Communication in the mother tongue
- Social and civic competences

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

- 04. Listen before you speak
- 05. Words are bridges

FUNDAMENTAL QUESTIONS

- What does listening mean?
- Are there any "tricks" that we can use to listen better?
- Can silence help us?

Introduction "Let's listen to each other" | 10'

Present the Manifesto of non-hostile communication for children

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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!

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.

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.

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.

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

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!

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.

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.

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.

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 children to the Manifesto of non-hostile communication for childhood and presents the pupils to the topic they will be covering.

How many different sounds can we hear thanks to our ears? We can hear the sound of bells, the noise of cars in the city, the chirping of birds, but we can also listen to our favorite music!

With our ears we can hear the more or less melodious sounds around us, but we can, above all, listen to the other people around us, such as classmates.

When we talk to others, it is nice to be listened to: we feel happy when the person we are talking to listens to us. We become sad, instead, when a friend we are talking to doesn't pay attention to us or doesn't keep quiet. Listening (and listening in silence) is important, because it helps us to concentrate. With silence we hear everything that is said; shall we give it a try?

Conducting "Listening Exercises" | 20'

Listen to the sounds in silence

The teacher then asks the class to close their eyes, be quiet and concentrate: very faint sounds begin to be heard, such as noises from other classes, or from outside the school. The teacher makes some sounds from higher to lower with objects in the classroom to reinforce understanding. At this point, the teacher walks around the classroom and says, "Now listen to a soft voice...", asking the students to pay close attention to what the teacher is about to read. Modulating the tone of voice from normal to very low, the teacher reads Principle 4 of the Manifesto for childhood and its sub-principle. At the end of the reading, the teacher asks pupils to verbally retell what they have heard. This exercise will show how useful silence was to fully understand what was read.

Conducting "Listening Exercises" 2 | 15'

Listen to your voice

Talking about the importance of listening, a small exercise is introduced: each person will say aloud their favorite color all at once, and then the teacher will ask if everyone understood each person's favorite color.

The second round each pupil will say it in turn instead. This exercise will show that with silence, it is easier to hear and remember what the classmates said. Silence, then, is one of the tricks we can use to listen: what can the others be? For example, having one person speaking at a time and not interrupting who is speaking.

Conclusion "Open your ears... here is our pact!" | 30'

Create the pact in class with a billboard, markers, various colors

In order to be with and be comfortable with others, we can come up with small rules together to abide by. Teacher and children will therefore make a pact: they will identify together simple rules to follow, along the lines of the Manifesto principles (principle 4 in particular).

With the help of the teacher, these rules will be written down on a parchment, accompanied by simple drawings depicting them, on an A5 sheet: if it is not possible to make it together, each pupil/child in turn will work on a part of the covenant.

Afterwards, the whole class will sign it with their name, as evidence of their commitment to abide by it.

AGE 6-10

Let's play hide-and-seek... with sensitive data ;-)

TOPIC(S)

Digital Citizenship | Awareness and responsibility | Privacy

KEY COMPETENCES

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

FUNDAMENTAL QUESTIONS

- What is privacy?
- What do we have to pay attention to?
- What does "sensitive data" mean?
- What information would be better not to share (online and offline)?

SUBJECT(S)

Civic Education | Literary and Humanistic Area

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

- 01. Virtual is real
- 08. Ideas can be discussed. People must be respected

Video watching and classroom reflection | 15'

Watch the video<https://www.youtube.com/watch?v=yiKeLOKc1tw>

The teacher will invite the class to discuss the concept of privacy by asking pupils the following questions:

- Have you ever heard the word Privacy?
- What does that mean?
- Do you think there can be Privacy on the Internet?

The teacher then shows the class the video "Online privacy for kids - Internet safety and security for kids" at least twice.

Class reflection on the importance of online privacy | 25'

At the end of the video, the class takes a moment to reflect on the last two fundamental questions.

We proceed, then, to define the concept of "sensitive information", facilitating the parallelism between the real and virtual worlds: just as one would not tell a stranger met on the street where one lives and how old one is, it is good to pay the same attention online, so that one can live with serenity on the Net.

The teacher will then encourage a final discussion based on the following sentence, which summarises the two key concepts of the Web: "The Internet is Public and the Internet Does Not Forget". The Internet is a wonderful place in which we can do all sorts of things. We must keep in mind, though, that we don't know who will see the information that we share or the images that we post, and that we can't even cancel them completely or amend them.

It is not like a blackboard that you can write on with chalk and then wipe off with a rag: the information stays online for a very long time!

This is why you need to be very careful about the information that you share on the Internet: always think before you post!

Class discussion on the potential and dangers of the Internet

| 15'

Written retelling of the concepts that emerged during the activities | 20'

To carry out this step use an image/photocopy of a blackboard, glue, stationery material

As a reminder of the above, the children will be given a picture of a blackboard on which to paste a photo or writing referring to the data that, after discussing with the teacher, they deem important to protect, like a treasure: the Internet is like a glue, once it "glues" sensitive information or photos, they cannot be removed, unlike Post-it notes, which can be peeled off without leaving a trace.

Tips and other activities

Watch the video

The teacher could ask the pupils to watch the video of Little Red Riding Hood with their parents (https://www.youtube.com/watch?v=KGr_KFiCX4s).

AGE 6-10

Before we set sail, let's get to know each other!

TOPIC(S)

Digital Citizenship | Awareness and responsibility | Cooperation

SUBJECT(S)

Civic Education | Literary and Humanistic Area | Artistic and Expressive Area

KEY COMPETENCES

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

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

- 04. Listen before you speak
- 05. Words are bridges

FUNDAMENTAL QUESTIONS

- What is the Manifesto of non-hostile communication and why was it born?
- How can the Manifesto help in creating relationships offline and online?

Building bricks and working in pairs on introductions and getting to know each other | 25'

Create bricks with paper, scissors, glue and colored markers.

The teacher divides the class into pairs and invites the children to build paper bricks, showing them how to do it.

Once the construction is finished, the pupils are divided in pairs. Each student will be invited to get to know their partner better through questions, suggested by the teacher or thought by the pupils.

Then the pupils will have to put the answers on the bricks and arrange them in such a way as to form a bridge that connects them with their partner.

At the end of the activity, the teacher will make the class reflect on how words can represent a bridge able to unite two "shores", i.e. two people, if there is a desire to know and listen to each other.

Presentation of the Manifesto of non-hostile communication for childhood | 10'

Present the Manifesto of non-hostile communication for childhood

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The teacher introduces the Manifesto by presenting it as a compass that can orient and guide communication, offline and online.

Tips and other activities | 10'

- The class could develop a big nautical map which could be hanged in the classroom. This in order to visualize clearly the places and islands that could be visited during the navigation (each place could be named after the title of the stop/stage that has been achieved).
- If it was necessary to do this activity remotely, the teacher could ask students to draw a bridge on a blank sheet, a bridge that should be filled with all of the classmates answers to the teachers' questions (each in a different color).

AGE 6-10

Cordial disagreements

TOPIC(S)

Digital Citizenship | Emotions | Conflict | Hate speech

SUBJECT(S)

Civic Education | Literary and Humanistic Area

KEY COMPETENCES

- Communication in the mother tongue
- Digital skills
- Social and civic competences

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

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FUNDAMENTAL QUESTIONS

- When I discuss with others, do I focus on the ideas or the person I am talking with?
- Can I express my disagreement without hurting others?
- Are my criticisms constructive or disruptive?

Group reflection on how one's point of view can change in different social situations | 15'

Everyone has been in a situation that has allowed them to experiment different points of view. In fact, according to the situation one can have different roles: for example, at times we may not be paying attention to what is being said, whereas at other times we are not being listened to. At times we have made fun of people, at others we ourselves have been made fun of. We have argued with our classmates and not always in a constructive manner: how often have we attacked when arguing, instead of reflecting and discussing the ideas that were being expressed?

Therefore, we are not always able to abide by Principle 8 of the Manifesto. "Ideas can be discussed, people must be respected": this is a fundamental rule that is valid both when we are dealing with people in the flesh and when we are on the Internet and therefore are communicating with people online.

It is important to remember that they are our ideas, our opinions, our disagreements: it is us, therefore, in first-person. For example, it is better to say "I disagree" instead of "you are wrong". No opinion is wrong, but for each idea we can decide whether or not to agree with them. Listening is fundamental in order to understand what others mean. How can we practise respecting this principle?

First of all, reflecting on the way in which we express our disagreement with the opinions of others: do we ridicule or do we strive to find the right words to explain our point of view?

Written reflection on words used and heard in discussions | 30'

Use paper and writing materials to carry out this step

In the first part of this activity, every student will divide in two a white sheet of paper: on one half they'll write "idea" and on the other "person". They will be asked to think about the last 5 arguments they experienced and to write the sentences they used or were used against them, making sure to insert them in the "idea" column if the criticism was linked to what was being said, or in the "person" column if they criticised the nature of the interlocutor. All anonymously. The teacher can give some examples to help the students write down their own.

After this is done, all the pieces of paper will be inserted into a container prepared by the teacher, from which some will be picked at random to be used in the following part of the activity.

The teacher at this point divides the class into two groups and each will need to identify their own spokesperson. The teacher will select and read out loud five sentences found in the "person" column: each group is requested to transform them, making them constructive and not destructive.

Each group has 10 minutes to transform the sentences: the spokesperson will read the new sentences of the group and each one will be "tested". The spokesperson of the other group will listen to the sentence and, after a quick discussion with the other members of the group, will assign a score from 1 to 10, based on how much that sentence respects the 8th principle. The sentences that obtain the highest scores will be inserted in the top 5 of the "best sentences to discuss in a respectful manner" (should there not be enough time, the teacher can continue the activity during the following lesson).

Sentence rephrasing game in groups | 15'

To carry out this step, divide the class into two groups

The Manifesto of Non-Hostile Communication

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The teacher collects all the sheets and puts them inside a container. The teacher at this point divides the class into two groups and each needs to identify their own spokesperson.

The teacher then selects and reads out loud the five sentences found in the "person" column: each group is requested to transform them, making them constructive and not destructive.

Each group has 10 minutes to transform the sentences: the spokesperson will read the new sentences of the group and each one will be "tested". The spokesperson of the other group will listen to the sentence and, after a quick discussion with the other members of the group, will assign a score from 1 to 10, based on how much that sentence respects the 8th principle.

The sentences that obtain the highest scores will be inserted in the top 5 of the "best sentences to discuss in a respectful manner" (should there not be enough time, the teacher can continue the activity during the following lesson).

Further activities

Alternatively, the transformed sentences can become prompts for short acting sessions involving the group, which will have to act out the discussions as if they happened online (e.g., via SMS). Another way to reflect on these topics could be to apply this method to the online world: the two groups can try to transform the sentences in SMS messages, taking care to abide by the maximum allowed number of characters.

AGE 6-10

Not just words

TOPIC(S)

Digital Citizenship | Awareness and responsibility | Emotions | Cooperation | Hate speech

KEY COMPETENCES

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

FUNDAMENTAL QUESTIONS

- Do I exclusively use words to communicate and express how I feel?

SUBJECT(S)

Civic Education | Literary and Humanistic Area | Artistic and Expressive Area

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

04. Listen before you speak
05. Words are bridges

Introduction "Not just words" | 15'

Watch the video

<https://www.youtube.com/watch?v=OR6qP-X5fcs>

The teacher starts the activity by beginning with a thought: words help us express what we think, but even without them we can "say" something.

For example, when we are angry or when we are happy, our faces, the way we walk or sit, the way we look at someone... can help others understand how we feel. At this point the teacher can show a part or the entire episode of the cartoon suggested in the sources, encouraging a discussion at the end of the viewing.

Was what happened among the characters clear, even though no words were involved?

This is the strength of the non-verbal, namely, what isn't in words. It is nice to know we can express our emotions in many ways; therefore, we can practice to get better and better at explaining what we feel with our words.

Words can help us understand others and be understood. But is it the same when one is using a smartphone or the Internet?

My first smartphone | 40'

For this step use a rectangular frame (which can be made out of a cardboard) roughly the size of an A4 sheet of paper

There are words online, but there also faces, gazes, and our feelings, There is an exercise that can help us understand if online communication is easier, more difficult, or if it's the same as offline communication.

The activity: each child will draw on their piece of cardboard the shape of a smartphone, and will put a white sheet of paper inside it. During the first part of the activity, they will write in pencil, on the upper section of the paper, a sentence that describes how they feel (e.g., "I'm happy because I got to see my classmates again"), only using words. Everyone will read out loud what emotion it is they are feeling. Subsequently, they will be required to take that same emotion and express it once more in pencil on the sheet of paper, without using words, only emojis under the sentence written before.

Conclusion "Not just words" | 5'

Was that easy to do? Was it difficult? Were we able to clearly express what we were feeling, all the same? Every child will keep their smartphone, where, by changing the sheet, they can choose to write down their emotions (whenever they want), trying to combine the emojis that represent their mood and a recipient of their message. This enables one to also reflect on the parallelism between the "virtual" and the real world: the words one uses and the feelings one experiences can also be conveyed via digital devices, even if in different ways.

Further activities

A "class smartphone" could be arranged, on which everyone who wishes to do so would be able to write down a message for the class.

AGE 6-10

Words in a circle

TOPIC(S)

Digital Citizenship | Awareness and responsibility | Emotions | Hate speech

KEY COMPETENCES

- Communication in the mother tongue
- Social and civic competences

FUNDAMENTAL QUESTIONS

- Which words and gestures live inside us?
- Are words the written version of relationships?
- Are we always what we say?

SUBJECT(S)

Civic Education | Literary and Humanistic Area | Artistic and Expressive Area | Sports

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

04. Listen before you speak
05. Words are bridges

Let's communicate in a circle | 20'

Share in group

The teacher invites the class to sit on the floor in a circle. They stress the importance of respecting the silence because of the special activity they are going to do.

All the participants are in a circle. They make eye contact. Whoever wants, whenever they want (A), will enter the circle; 'A' rotates on the spot making eye contact with the classmates; selects one (B) with their gaze; the chosen classmate (B) stays still and waits for (A); A walks towards B and (still making eye contact) A and B switch positions. The new participant (B), now at the centre of the circle, continues the exercise, going through the experience. The same action/reaction dynamic repeats itself in three ways:

- **in silence, eye-to-eye;**
- **exchanging a gesture/movement;**
- **exchanging a word/sentence.**

Words on the internet | 15'

Draw the words of hate and love with two sheets of different colors for each child, with pens or pencils

The participants are in a circle. The teacher highlights the importance of verbal communication, made up of words that can either do good (the words of love) or hurt (the words of hate).

They receive from the teacher/facilitator two sheets of paper of different colours. On one sheet they are required to write down or graphically represent "words of love"; on the other sheet of a different colour they are required to write down or graphically represent "words of hate".

Conclusion "Let's give words of love" | 10'

In turns, the teacher will let the members of the class speak. Each student (if they wish) will read/show their own words of hate, which they will hand over to the teacher, and their words of love, which they'll decide to give to a fellow student.

Further activities

- At home, the students will read once again the words of love and hate they have received.
- Based on the notes they received, the students will write down on their journals considerations about the experience: How do we feel when we receive words of love? How do people feel whenever they receive words of hate?

AGE 6-10

Lucky and Zorba

TOPIC(S)

Digital Citizenship | Emotions | Conflict | Inclusion

KEY COMPETENCES

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

FUNDAMENTAL QUESTIONS

- How do I feel similar or different from...?
- How would everyday life be if we were not different?
- How can I embrace someone who is different from me?
- What is empathy?

SUBJECT(S)

Civic Education | Literary and Humanistic Area

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01. Virtual is real
08. Ideas can be discussed. People must be respected

Reading | 10'

Read the simplified text of Luis Sepulveda, "Lucky and Zorba", Salani.

The teacher presents the story of "Lucky and Zorba" via a simplified reading of the text using key words.

Reflection | 20'

After having introduced the story, the teacher will divide the class up into small groups who will be asked to reflect on and discuss the main questions.

- In what do I feel similar to or different from...?
- How would everyday life be if we weren't all different?
- How can I accept somebody who is different from me?
- What is empathy?

Once their time is up, there will be a moment dedicated to sharing in plenary during which the teacher will try to bring out the concept of empathy, namely the capacity to put oneself in another person's shoes, which is the basis of any type of acceptance.

A Native American proverb says: "Never judge another man until you've walked a mile in his shoes". Walking in somebody else's shoes means trying to understand them, their thoughts or experiences, trying to see things from their point of view. If for example we are angry and our mum or dad, instead of scolding us, tries to understand the cause of our irritation, to listen to us, comfort us, coddle us and stay close to us, we can say that mum or dad has tried to walk in our shoes.

This extremely important ability allows one to accept others and to overcome prejudices and stereotypes.

The recipe for acceptance | 15'

Use a poster and markers to carry out this activity

The teacher, taking advantage of what was said during the exchange, will encourage the students to write "The recipe for acceptance".

Starting with a brainstorming session on the way in which Zorba managed to accept diversity, the class, in order to identify the main actions, will need to write the recipe on a poster, indicating the ingredients and their required doses, to be followed in order to put into practice an accepting attitude also in the language and words we use.

Conclusion | 15'

The teacher will ask the class to list some episodes of lack of acceptance (from the news or events in the classroom), highlighting what was missing or what attitude produced the hostility.

Tips and other activities

Students will watch the animation movie "Lucky and Zorba" (see the trailer [here](#)) in class or at home. The teacher could assign each of them the task to take care of a classmate for a week, trying to "walk a mile" in their shoes.