

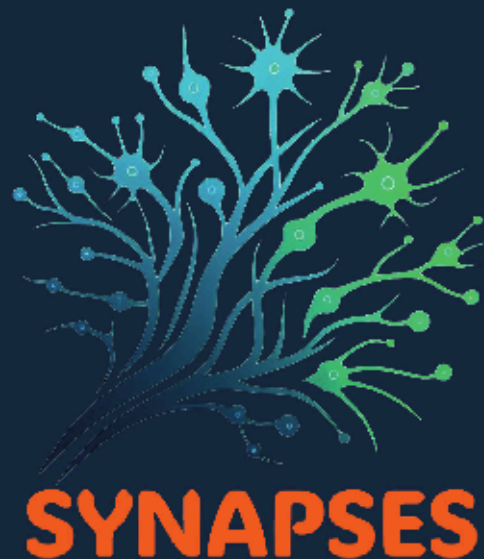
Course document

Inquiry Scenario Plan Design form for the promotion of Sustainability Citizenship



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School Details	
School Name	Rodinné centrum Jasmínka = family center, suburban camps
City name (Rural/ small town/ middle town/ big city)	big city
Number of pupils and teachers	2 teachers, 20 children
How many students and teachers will be involved in the Plan?	

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Title:

Through the eyes of toys - responsible consumption for children

Short Description (Max 500 words):

The program guides students through the theme of the game and toys to their own games, to other children in the classroom and elsewhere in the world. Pupils this way they get to know their classmates and learn to deal with diversity. The program is based on active learning methods.

The basis is work in form, creative tasks and also work with text. Follow-up discussions play an important role, which enable pupils to formulate communication skills, the ability to express their opinions and improve turn to listen too.

We are based on the belief that it is impossible to understand another person and a different view of the world, if we don't understand ourselves. Activities that will help students are therefore included in the beginning of the program to remember what they play with and played with. They explore what toys and games mean to them. In the subsequent creative parts are asked to think about how they would use seemingly uninteresting objects, such as a piece of string or a stick.

They can later compare their ideas with a short film in which children from Brazil, Honduras, India, Indonesia, Gambia, Guinea, Liberia, Senegal and Uganda present some of their toys. Meanwhile, in partial through the activities, they will get to know the story of other toys and also the story of their creation, which they will apply especially in reflection

accompanied by the questions:

Who has the inherent ability to play?

What makes a toy a toy?

How value is related toys and its price?

Where does our vision of the world come from and what can it contribute to if we can look at the world different eyes?

The theme of toys, however, brings another dimension to the program that has not been discussed so far. Although they are objects nice, they make you smile and bring joy, the toy industry, where most toys come from today, he's nowhere near as sweet and innocent. The toy industry is one of the strongest industries in the world.

An enormous amount of money flows through it and an unimaginable number of people participate in it. Game and toys also connect us in today's world with people we don't know and will probably never meet.

Nevertheless, we participate in their lives with our decisions, and they contribute to ours with their work.

The educational program does not directly focus on the issues of economic globalization, social inequality or poor working conditions in the production of toys. But by giving students non-violently through toy stories to see the world through their eyes, they also receive stimuli and information to reflect on how we come to objects of daily consumption, what we value in them and who or what we support by their production or purchase.

It is therefore a kind of preliminary step leading to sensitivity and conscious decision-making about their consumption. At the same time toy stories leave no one in doubt that it makes sense to be interested in people from other cultures, other countries,

such a distant world. Yes, we may never meet them. At present, however, we are invisibly with them more connected than ever.

Keywords (Up to 5):

toys, consumer behavior, self-knowledge, global issues, cultural diversity

Information about the Implementation

Language of the students:

Age of the students:

x 9-12 12-15 15-18 18+

Number of Lessons – Duration (per lesson):

Number of Lessons: 7 activities

Duration per Lesson: 10-40 minutes

Is this activity a STEM Activity?

For which subject(s) the activity is usable, is it an interdisciplinary activity?

Science

Physics Chemistry Biology Geosciences x Environmental x Other x

Technology

Engineering

Arts

Mathematics

Information about the Scenario

Curriculum and country:

Link of the current activity to the curriculum:

Country: Class: Grade:

Topic:

Objectives (Max 100 words):

Description of the learning objectives

Knowledgeable

- Pupils compare their own experiences with how they played and they play, with the experiences of others in the class and children from others parts of the world, they find similarities as well as diversity.
- Pupils present the different origins of toys, one of the examples things we use every day.
- Pupils will compare the distribution of the child population and sales industrially produced toys in the world.

Attitudes

- Pupils increase their sensitivity to the origin of things.
- Pupils realize that the value they place on toys and the ability to play with them does not depend on price or origin a toy.
- Pupils develop their understanding and respect for others.
- Pupils value cultural diversity in the world and in their own companies.

Materials (Max 100 words):

Which resources and materials (software, hardware) are needed?

School Infrastructure	School Materials
No special infrastructure needed, WLAN	<ul style="list-style-type: none">• blackboard or flipchart• markers, crayons, stationery for each student, clean sheets of paper, sticky notes (post-it)• a bingo table for each student• "mysterious objects" (eg coconut shells walnut, cans, wire, string, rubber sandal, plastic bags, pieces of wood, etc.)• a large timeline divided into years from 0-12 (from bar cloth, rope or paper tape)• texts of toy stories for each student

	<ul style="list-style-type: none"> • sheets of wrapping paper for group work with pre-drawn comic bubbles • list of questions for group work • a table with calculations of the ratio of the distribution of toys consumption in the world • a small object symbolizing the purchased toy for each student • film The Power to Play by Child Fund International (available from: http://www.youtube.com/watch?v=Q8LgZk6TL7o&list=UU5OCzg6yUZt3BQEKjaptdyQ&index=110) • a five-leaf diagram pre-drawn on the blackboard or printed for each student • data projector, computer with speakers • political map of the world
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Use of School Infrastructure

How are school facilities and equipment used in your educational scenario?

School Infrastructure	School Materials
chairs arranged in a circle or horseshoes with a free space in the middle	

Green competences:

Which green competences are covered by the activity?

Embodying Sustainable Values	Valuing Sustainability x	Supporting Fairness x	Promoting Nature <input type="checkbox"/>
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Embracing Complexity in Sustainability	Systems Thinking <input type="checkbox"/>	Critical Thinking x	Problem Framing <input type="checkbox"/>
Envisioning Sustainable Futures	Futures Literacy <input type="checkbox"/>	Adaptability <input type="checkbox"/>	Exploratory Thinking x
Acting for Sustainability	Political Agency <input type="checkbox"/>	Collective Action <input type="checkbox"/>	Individual Initiative x

The definition of the following terms can be found in [GreenComp](#) that is translated in all European Union languages.

Working with the community

Which external actors will be involved within the framework of the training scenario?

Organisation Type	Organisation Name
NGOs (Non-Governmental Organisations)	Na Zemi - https://nazemi.cz/
PTA (Parent-Teacher Association)	
Local business	local toy manufacturers
Other (please explain)	

How will the above-selected institutions help in the educational scenario?

Detailed activity description

Fill in the table below according to the hours of the training activity and its content (fill in the table with the subjects contained in your training scenario).

The educational scenario should follow the 5E didactic model of inquiry-based learning.

Number and name of courses	Course content	Teaching hours
Activity 1: Bingo (introductory, activation)	Each student takes a pen or pencil. Rules of the bingo game = find someone who... confirms with their signature the statement from the table that you ask them about. If the statement is true for a classmate (e.g. ...he/she likes to invent games), he/she signs in the given window of your game tables. We can only ask	

	<p>one person once, then we have to go to someone else.</p> <p>Once someone has completed the entire table, calls out loudly "Bingo!" and the game ends. Everyone stops writing and goes back to their chairs.</p> <p>Once the game is over, go through the individual statements together. Ask the students:</p> <ul style="list-style-type: none"> - How did you find signatures? - Under which statement was it easy to get a signature? - And what was difficult? Which signatures are you missing? - What surprised you? - Is there anyone here who doesn't like to play? <p>Examples for bingo questions:</p> <p>WHO:</p> <ul style="list-style-type: none"> ... likes to make up games. ... thinks that everyone can play. ... has or had dice at home. ... knows a game in which string is used. ...likes to play. ... has ever bought a toy? ... has ever made one toys... 	
<p>Activity 2: Mysterious item (group, creative)</p>	<p>Looks like we'd be hard-pressed to find someone who's never played. We could begin to think about what all we need to so we can play. However, the time for that will come a little later. At the moment we will look at only one of the abilities that we need to play, but almost always. It is imagination, in other words fantasy. We will find out how she is in this class.</p> <p>Divide the students into groups.</p> <p>Each group gets a mystery item. Their task will be to find as many options as possible could be done with the given subject. Each group will write down their ideas on paper.</p> <p>Set a time limit.</p> <p>It is good to go around the groups and encourage the pupils to invent. As soon as the time limit expires, the groups count how many ideas they managed to come up with.</p> <p>They then choose the two they find the most interesting or funniest and which they would like to have share with others.</p> <p>In turn, each group will read their two most interesting ideas. Other groups guess what could be hidden in the envelope. In this way they take turns all groups.</p> <p>If the students do not mention the option that the objects could be played with, ask:</p>	

	<p>Would it be possible to play with some objects? And how?</p> <p>Finally, ask who has ever had played with any of the mentioned subjects, or with other subjects, which we normally think of as waste. How?</p>	
<p>Activity 3: Toys of my life (individual with follow-up joint discussion)</p>	<p>We teased our imaginations and tested what they can do. Sometimes he can even turn ordinary objects into a toy. However, does it do this normally? We'll see. Let's see together what we have ever played with in our lives.</p> <p>Personal timeline</p> <p><u>Personal timeline</u></p> <ul style="list-style-type: none"> • Mark a large timeline on the floor. Students think for a moment, everything they've played or are playing with in their lifetime, and record it in their timeline within two minutes. At least 5 toys from different periods of their life. <p><u>Common timeline</u></p> <ul style="list-style-type: none"> • There are many toys, so every student should try choose <i>two toys</i> that they consider the most important. <p>They write their names on sticky notes and place them on a large timeline next to the appropriate one a number indicating the age when they played with that toy. When the common axis is full, invite the students to sit on the ground or on chairs around the common axis, read together which toys appear in each period. Then ask:</p> <ol style="list-style-type: none"> 1. Did a toy surprise you? Has something come up that you haven't thought of playing with? What? 2. Do your toys change in any way over time? Why? 3. Why did you choose this particular toy? Why was she important? 4. How did you come to the toy? Did you choose it yourself or did someone else choose it for you? And how did this toy come about? <ul style="list-style-type: none"> • What is a toy? <p>Try to imagine that such a nice alien will arrive. He can speak Czech fairly well, but all his life he just sat in the racket and never you didn't play And now he will ask you what that toy is. How would you answer him? In other words, as a toy define? What is true for all or most things on this axis?</p> <p>Write brainstorming on the board.</p>	

	<ul style="list-style-type: none"> • The resulting list of answers will probably include something like "we spend free time with her", "something that provokes our imagination", 'something we play with'. • The final questions for the common timeline should aim to find out where the toys actually come from. 	
<p>Activity 4: Through the eyes of toys (work with text, answers to questions, presentations)</p>	<p>Now we know what everything can be played with, what we have played with and are playing with. We have also already put together what the toy is. But have you ever looked at the world through the eyes of one of them? Let's see now how some toys see themselves?</p> <p>Each student gets a story of one toy. He reads the story silently and underlines in the text everything related to how the toy looks. You can give an example on a plush to the bear - he has big eyes, he smiles...</p> <p>After reading, the students form groups according to the stories, in total there were 5 different stories in the class. They ask others questions while searching for their group relating only to the appearance of the toy. So they will use what they underlined in the text (e.g. Are you smiling?).</p> <ul style="list-style-type: none"> • Each group then draws a toy they read about on a large piece of paper according to the text. They should try display the toy as faithfully as possible. • As you create, distribute a set of printed questions A–F to the groups and ask them to have them draw comic bubbles for the picture and answer the questions. Pupils answer from the position the toys they read about. <p>Questions:</p> <p>A: How am I? What am I experiencing? B: Who made me and why? C: Why do children play with me? D: What is my price? E: How could you play with me? F: What would you like to ask me?</p> <ul style="list-style-type: none"> • Then the groups in a circle share what they have created. 	

Evaluation (if any):

Please write how students are going to be evaluated

Five-leaf clover (individual reflection, sharing)

We briefly recall together with the pupils which activities we went through during the day.

We will end the program by creating five-leaf clovers. We will pre-draw a five-leaf clover on the board and we will explain the meaning of individual lines according to the graphic scheme.

It is important that everyone creates his own five-leaf clover and thought it through carefully. Therefore, if the students do not want to, no one else will read their five-leaf clover. At the end, anyone who wants to can share their five-leaf clovers.

- Five-leaf clover theme = toy
- — How is she? (two adjectives)
- — — What does? What's going on with her? (three tense verbs)
- — — — A sentence of 4 words that relates to the topic
- A word summarizing the essence of the topic

References (if any)

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Annex

Feel free to add any more information and material you have, indicatively photos from the activity, constructions needed or any handbook that may be available online.

I led activities with children in the 6th grade when I worked in education for 12 years. It is best to dedicate an entire thematic day to the workshop. It is pleasant to lead a lesson in pairs with a tandem teacher or teaching assistant.

These lessons are very well developed by the non-profit organization Na Zemi in this methodology:

https://archiv.nazemi.cz/sites/default/files/ocima_bracek.pdf