



THE ADVENTURES OF THE LITTLE PRINCE

PILOT ACTION ACTIVITY HANDBOOK

NEW ABC - Cyprus team members

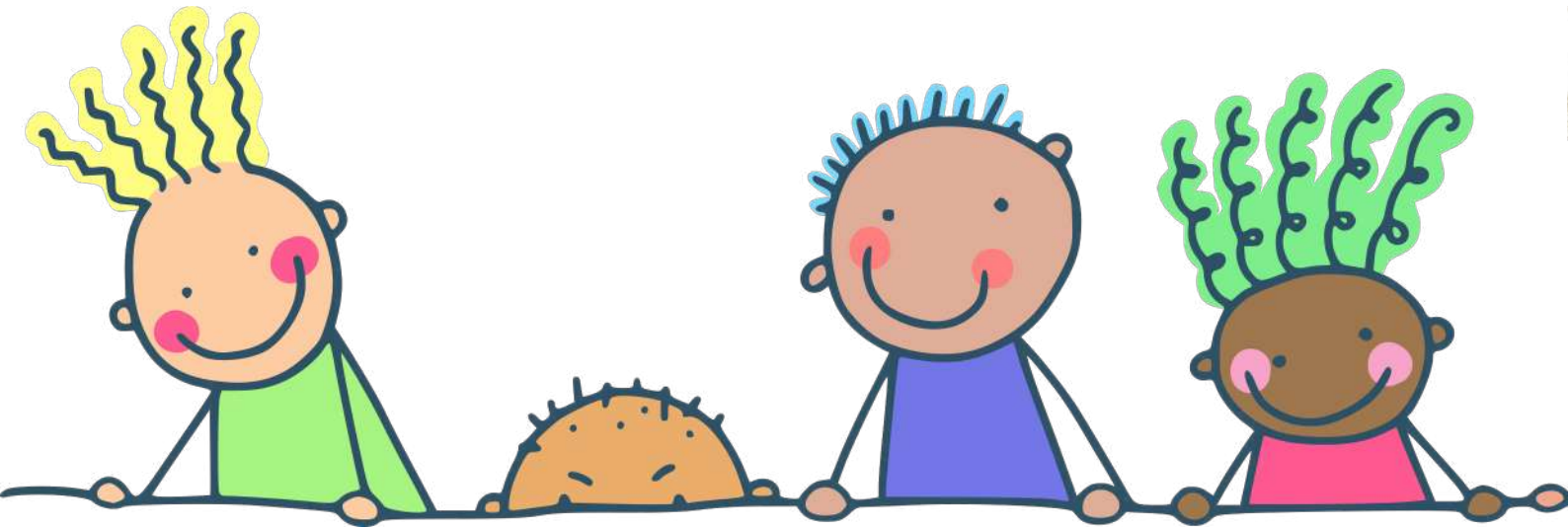
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**Networking the
Educational World:
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INTRODUCTION

The NEW ABC project in a nutshell

NEW ABC is a project funded by the European Union's Horizon2020 research and innovation programme, with the intention to deliver nine real-life pilot actions for the inclusion of immigrant children and youth in education. The NEW ABC pilot actions will engage children and youth, as well as teachers, families, communities and other stakeholders in formal, non-formal and informal education, as co-creators of synergies to bring about change and empowerment.



Learn more about the [NEW ABC project](#) and the other pilot actions, by following the link to the project website:



newabc.eu

What is co-creation?

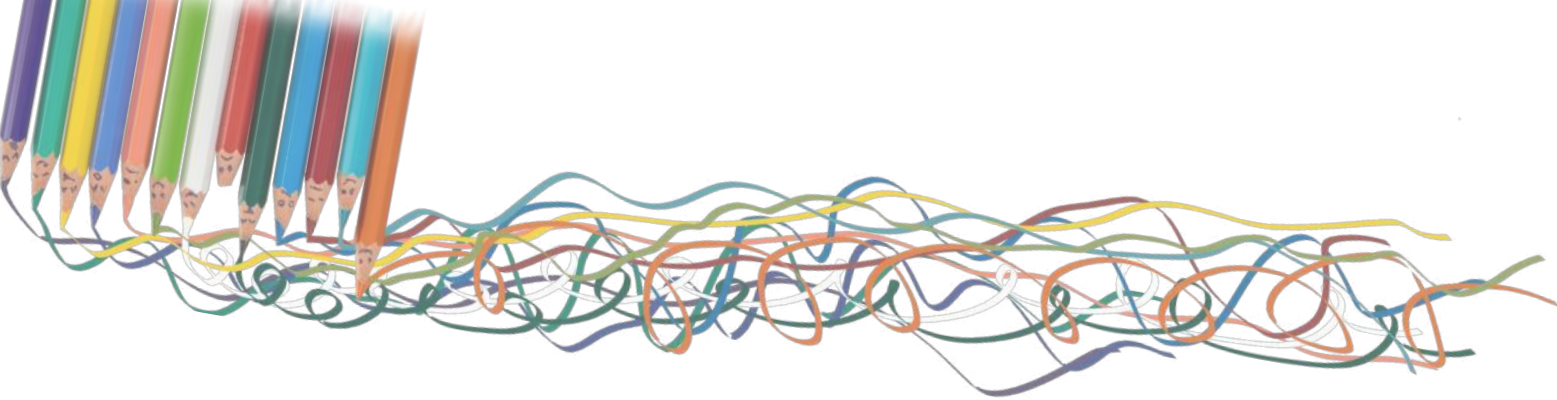
Before we introduce the activities co-created with young people for the *The adventures of the Little Prince in the World* pilot action, we find it useful to address the basic features of co-creation.

Co-creation is an approach which encourages democratic partnerships between researchers and end-beneficiaries and stakeholders, to facilitate the design of practices that are tailored to address the specific needs of the community and the participants they serve under a given context.

Co-creation is a valuable tool to enhance children's and youth resilience and make their diverse voices heard, while it can promote engagement and participation of citizens in policy-making. In the process of co-creation, the following procedures are followed:

-  The recognition of beneficiaries needs and expectations
-  Analysis of beneficiaries needs and expectations

All the lesson plans presented in this handbook, have been planned and implemented together with teachers and pupils, headmasters and researchers, by following a holistic perspective and accommodating for their needs and aspirations



How to use this Handbook

This Handbook provides a collection of co-created learning activities and resources implemented mostly in pre-primary and primary schools across Cyprus. The intention is for teachers, educational professionals, but also parents and pupils to use *The adventures of the Little Prince in the World* handbook to plan and implement activities based on co-creation. The handbook follows a step-by-step overview of all co-created activities which you can use to replicate, adapt, and evaluate with your pupils and students.

The handbook is based on the book *The Adventures of the Little Prince*, with 12 concepts drawn in the form of short quotes representing pillars of human experience such as connection, loss, trauma, loneliness, friendship, change, communication etc. Using the quotes as the beginning of their journey, the children explore the ideas, give examples, and form their own stories to tell (stories that often involve their own journey of migration), through drawings, words, and games. The handbook



provides guidelines on how to approach the different concepts through co-creative action and outlines ways to evaluate the impact of the activities carried out and to disseminate the activities to other schools and associations.

It is up to the reader on how to use the handbook. Each pilot action experience differs, depending on the geographical and socio-cultural context within which it takes place. The handbook is designed in a detailed but not prescriptive overview of the process behind *The adventures of the Little Prince in the World* activities. In this sense, it is flexible to adaptation and allows for your creative spark and imagination to grow and nurture the planned activities. The proposed lesson plans vary in the duration and therefore can be applied in a way that accommodates for the respective needs and interests of your stakeholders – you can carry out the activities that better match your everyday reality. It is imperative though to address two fundamental pillars: the activities should be co-created, and they should foster children's social inclusion in education.



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LET'S KICK START THIS WORK!

Familiarise with the context

One of the primary foundations to build upon, lies on getting to know your context of action. The environment, being the school/organisation, is extremely important to design for any type of co-creation activities. Gathering demographic information, such as the number of students and teachers in the school, the type of student population (e.g., How many native and non-native students), the organisational culture and structure, previous projects and activities, resources and limitations, and so on.

Understanding the backdrop of your actions based on the school ecosystem where you will be operating and co-creating, is the key to having a real impact on the project/activities you will undertake. It is the first step to ground your initial approach and tailor it according to the specific situation of the context in mind. Knowing the needs, challenges, and strengths of your school, will facilitate to design for activities that are relevant and meaningful to the reality of the pupils' and the wider school and community context.

For instance, the examples of lesson plans designed by the teachers in this handbook, were informed by the cultural, linguistic, and socio-economic diversity of their pupils and students in Cypriot schools. Hence, teachers developed activities with emphasis on the inclusive nature of children and families, especially on their linguistic, cultural and emotional capital and challenges, which form part of their daily lives.



Aims and objectives

The main aim of these activities should be to embrace the needs of children (and families) in education and to showcase how we can co-create for social inclusion, through dynamic synergies between teachers, children, and their extended families. The ideas of participants (students and teachers) directly involved in education, whose opinion is often neglected and undermined, should be central to improving our educational system. In this Handbook, we focus on shedding light to these key actors through various strategies, which can be roughly categorised in two ways:

- 👑 Allow for the voice of children, parents, and teachers, to impact classroom activities from the bottom up. It is important to offer room for their perspectives to be communicated and affect how everyday activities unfold in educational institutions.
- 👑 Increase visibility of the stakeholders' perspective, through dynamic and synergetic action and collaboration with policymakers at the local, regional and national levels. The idea is to bring children's and parents' ideas to the foreground, so as to force policy makers to reconsider and re-conceptualise their approaches.

The aforementioned aims and objectives can be refined in accordance to the characteristics of your respective context.



HOW TO...




Initiate the process

In our pilot action we recruited teachers from pre-primary and primary schools to develop the co-collaborative activities. If you already work in a school you may need to decide whether you are working with a specific group of young people, or whole classes or the whole school. Whatever you decide, the next step is to initiate the process of co-creation.

Finally, you have the participants, so you are ready to start. How can you initiate the process of co-creation?

Our teachers began by introducing the topic of the activity through interactive media, to get their attention. You can also use videos, a song, a narration of an excerpt from *The Little Prince*, to give some inspiration and provide indications on what you expect from children. Then, you can work your way through some of the concepts and ideas shared and see where they lead you.

Based on research findings and the experience from the pilot activities in this Handbook, pupils who engage in co-creation, assume three roles in co-creating learning and teaching:

-  They become co-designers of their knowledge journey, by sharing responsibility of planning the learning journey
-  They become co-researchers, as they collaborate meaningfully to research a certain subject or topic
-  They become advocates, as they raise their voice and the issues and challenges they address in their school and local communities

Key challenges and how to address them

The challenges staff and students experience in co-creating for learning are sometimes related to very real concerns about boundaries, capabilities and risk. The challenges addressed here, are by no means exhaustive of all the difficulties which can arise when co-creating, however, they are the ones most frequently addressed throughout the implementation of the activities.

Overcoming a fear of technology

Teachers and practitioners in education sometimes describe lacking the confidence in using technology in their everyday classes. This was evident also among the teachers who participated in the design of plans for the Little Prince.

One key challenge for instance, related to the use of technology, such as through WebQuests, for designing and implementing “The adventures of the Little Prince” activities. WebQuests, are scenarios of teaching units, problems or issues in which the main role is played by the extraction and processing of information from the Internet, and which are organised in the form of web pages. Within the pilot action in Cyprus, experiential workshops took place with teachers and a guide was later developed to facilitate the use of WebQuests in education.

Overcoming institutional resistance

Although challenging, shifting towards co-creation of learning is possible, but requires unfolding at the institutional level. Institutional scepticism on behalf of school senior administration and/or directorate might be evident when adopting and practicing co-creation methods in learning and teaching. Following that, it is important to have institutional support mostly within the school senior administration (e.g., head teachers, principals) when initiating and engaging with co-creation activities. NEW ABC project and its results can be a paramount asset towards having that support.

Overcoming own prejudice

Working in this area of migration as well as using a co-creation approach requires a unique kind of sensitivity in order to address aspects of the process that will truly facilitate inclusion. This refers to genuinely confront and constantly reflecting on own beliefs, stereotypes and prejudices, so as to fully commit to an inclusive co-creation approach. During co-creation, it is also important to accept that teachers are not the sole authoritative figure, who possess all knowledge, but rather teachers are enablers of action and change allowing for opportunities to co-create with a diversity of students.



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THE LESSON PLANS

The lesson plans constitute the heart of this Handbook. They bring together the creativity, imagination and educational approaches of their co-creators, namely the teachers and children. Key components are the implementation of activities that generate critical thinking around issues of migration, integration and empowerment and the creation of a safe space in which all participants feel that their opinions, views and feelings are taken into account.

Below you will find 6 different lesson plans, which include a variety of activities. Some focus on specific themes such as friendship, gratitude, while others take a more holistic approach on how to integrate key axes of the pilot action into areas of knowledge that are in the detailed curriculum. Most importantly, all lesson plans emphasize the emotional and holistic education of the child because without it, the integration of children with a migrant background into school settings cannot be successfully achieved.

Apart from these 6 lesson plans for which teachers and students from different schools - in many cases schools from different provinces of Cyprus - have collaborated, there have been fragmented activities which are important to mention and which you will find after the end of the 6 lesson plans.



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Lesson Plan 1: Cultivating the value of gratitude in a mixed class of migrant and non-migrant children through the story of "The Little Prince"

Introduction

The main purpose of the lesson is to cultivate gratitude in children as an important life value. The achievement of the main purpose was accomplished in a very pleasant way, through the story of "The Little Prince", and emphasis was given to the scenes where reference is made to the relationship between the Little Prince and the rose.

The lesson plan includes various activities which were carried out in a series of lessons in combination with linguistic and visual expression and drama-oriented games.



Main purpose

To cultivate gratitude in children as an important life value.

Objectives

Children are invited to:

- 👑 Report on situations, things and people that evoke positive emotions for them.
- 👑 Express gratitude to situations, things and people that make them feel joy.
- 👑 Learn to appreciate everything they have in life.



Starting Point of initiation

To introduce the story and the activities, you can “invite” the Little Prince in your classroom. The Little Prince visits the children and tells them about his journey to the different planets and planet earth. He gifts the children with his story so that they can get to know him, his planet, and his travels to other planets better.



Some preschool children welcoming the Little Prince in their class



First set of activities – The meaning of the rose

In this first set of activities, you will invite children to explore the meaning of the rose in the Little Prince's story through different participatory learning methods (e.g., drama, improvisation, discussion). Activities aim at familiarising children with the special bond that the Little Prince had with his rose and thus introducing them later to the concept of gratitude.



Activity 1: Exploring the story

1: You introduce the story of the Little Prince which is preceded by a narration of the fairy tale, emphasizing the scenes in which the Little Prince's relationship with the rose is mentioned.

2: Following that, you pose certain questions, aimed at understanding the content and the deeper messages of the story. The following are indicative questions that you can ask:

- How does the Little Prince feel about the rose and why?

Indicative answers:

- o happiness at having a unique flower on his planet,
- o love because he enjoyed its fragrance,
- o sense of responsible for its safety,
- o gratitude for the joy it brought him.

The flower to the Prince is the treasure, something "essential" , that one can only see with the heart. He finally learns to appreciate her because he has lost her.

- How did he develop a close bond and close relationship with the rose?

Indicative answers:

He watched it grow since it was a seed, watered it, protected it from the cold by putting it under a jar, protected it from the draught with a screen, protected it from caterpillars, listened to its complaints, spent time on his rose and made it important and precious.

- How does the rose feel about the Little Prince?

Indicative answers:

Flowers blossom from tiny sprouts which grow from tiny seeds under the earth. Throughout the life of a flower, it changes and grows and blossoms. The flower in the story grows like this too. The rose grows to become more mature and caring. In the beginning, the rose nags at the Little Prince all the time and orders him to do stuff for it. The rose seems very conceited, but when the little Prince leaves, the rose feels very sad



and thinks that it is its fault that the Little Prince is leaving. The rose appreciates the Little Prince when he is no longer there and available to take care of it, but at the end the rose is very happy that the Little Prince returns to his planet.

- What does the phrase "It is the time you have spent on your rose that makes your rose so important" mean?

Indicative answers:

The fox is telling the prince that he has not wasted his time because he has dedicated his life to something important. What often makes something or someone important is the time we spend with it or them. Time spent is an investment; you give the objects of your attention meaning, significance, and importance by giving it your precious, finite time. In return, you gain valuable experiences and memories.



Activity 2: Understanding the meaning of the rose through a theatrical game

1: Introduce the children to a theatrical game in which they will explore the life and feelings of the rose. Tell them that now they will all turn into the roses of the Little Prince's story! You can narrate the following:

"Imagine that you will be born as a beautiful rose. Let's imitate the moves of the birth of the rose. You are now becoming small seedlings. How can you show that you have transformed into seedlings? Now imagine that the sun warms you and then you grow, become buds. Open your petals happily. Use the whole room. How beautiful you are!"



Some preschool children acting as small seedlings (left image) and opening their petals happily (right image)!



2: Then you tell them that half of the children will stay as roses and half of them will turn into princesses and princes. Divide the children into pairs and narrate the following:

“Now you are all in pairs and you will impersonate the rose and the Little Prince like you did in the previous activity. The Little Princes/Princesses stand in front of their rose, and they see the rose grow, they listen to it, they water it, they chase away the caterpillars, they put up the jar to protect it from caterpillars, they smell its beautiful fragrance, they sit in company with the rose, they love it, it is unique to them.”

Some reflections

You should ensure that the narration is slow and steady so that all children follow the instructions and do the necessary improvisations



You might like to... create roleplay cards for roses and princes and use props for the development of the improvisation depending on the scene they choose to play out.



Some preschool children acting as roses and Little Princes/Princesses following their teacher's narration





Activity 3: Frozen picture

1: For this activity, you will engage in the method of the Frozen Picture. It is important to know that Frozen Picture is an activity that invites children to work quickly in small groups to create a visual representation of an idea, theme, text, event, or character using their own bodies. Children work collaboratively to make meaning both through their bodies and their words.

2: You can place pictures on the board which depict the relationship between the Prince and the rose. For example, you can use the pictures that show the Little Prince watering the rose; putting up the screen; putting up the jar; admiring the rose when it opens its petals; hearing its complaints; etc. These pictures can be found either in the book or on the web.

3: Then you can divide the whole class into smaller groups. The number of the groups should correspond to the number of the pictures you have.

4: Give a picture to each group and ask them to think what the picture shows. Then they should perform and replicate what they see in the picture creating a frozen scene (i.e., without moving or speaking). Tell them to emphasize posture and facial expression because their classmates will try and guess which scene from the Little Prince are performing.

5: It is advised that you give the children enough time to co-decide how they will perform their assigned picture.

6: Following that, each group goes to the centre of the room and performs their Frozen Picture. Ask the other children to find out which picture their classmates perform.

7: After identifying the picture, ask the children to identify the semiotic means the author uses to show the relationship between the heroes and their feelings. The frozen picture technique helps children understand the time the Little Prince spent with the rose and the bond they developed.



Some preschool children creating frozen pictures taken from the story of the Little Prince



Second set of activities – Introducing gratitude

In the second set of activities, you can invite children to explore the meaning of gratitude through participatory activities for which they can indirectly engage their parents. The activities aim at teaching children to experience and express gratitude and take nothing for granted. Teaching gratitude helps children grow up to be happier, more optimistic, and give more social support to others.



Activity 1: Introduction to the concept of gratitude

1: Start by asking children to comment on the following phrases from the book: 'The rose that filled me with its fragrance had brought joy to my life. I must not let go of it. I should have recognized what a delicate sweet soul there was underneath its rather silly games', 'Taking care of someone, looking after them makes me happy as if it were a gift'.

2: During discussion and reflection sessions for the above phrases, you should keep in mind that the goal is to develop in a mixed class (with migrant and non-migrant children) feelings of gratitude towards what they have, to strengthen the bonds between children and build trust.

3: Following that, you can combine the initial discussion around the feelings of the rose and the Little Prince with the discussion around gratitude. Then you can pose the following questions:

- **The prince feels gratitude for the rose. What does "gratitude" mean?**

Indicative answers:

A child-friendly definition of gratitude is the following: "Appreciating the person or thing that did something good for you or made you feel happy." When we talk about what gratitude is for children, we need to remember not to focus on material goods but on the actions of others and whatever provision we have in our lives. It is thus important to highlight that gratitude is an attitude of the heart.

- **Why does he feel grateful for the rose?**

Indicative answers:

He recognizes and appreciates the joy and happiness his rose gives him.

- **When do we feel grateful for something?**

Indicative answers:

When something makes us happy or perhaps when someone shows us kindness.



- Name something that made you happy yesterday or today

Indicative answers:

A person, a food, a toy, a place.

- How would we feel if we didn't have anything that makes us feel grateful now?

Indicative answers:

We might feel sadness, negative feelings about ourselves and others, dissatisfaction with our relationships with others.



Activity 2: Gratitude Cards

1: Following that, you introduce the activity of the gratitude cards mentioning that each child should write a gratitude card and send it to their loved ones who they want to say a big 'thank you' to. You are encouraged to take a look at the picture below in which the children in one of our schools created a display board of their gratitude cards. Children named persons they are grateful for, gave reasons for their opinion and created gratitude cards which they then gave away.

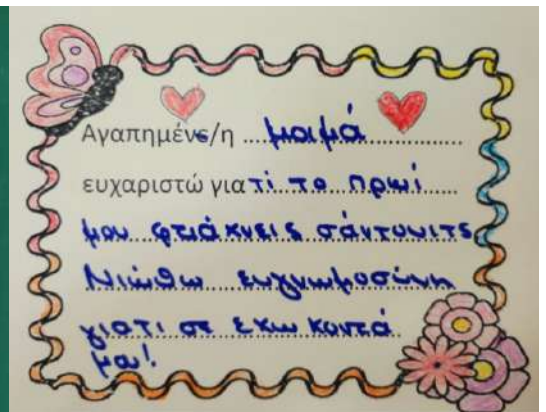
2: After creating your own gratitude board, you can mention to the children that the more grateful they are for the persons they have around them who bring them joy, the happier they will be!!!

3: Moreover, this activity intends to indirectly involve parents in this journey which they are children are taking through the pilot activity

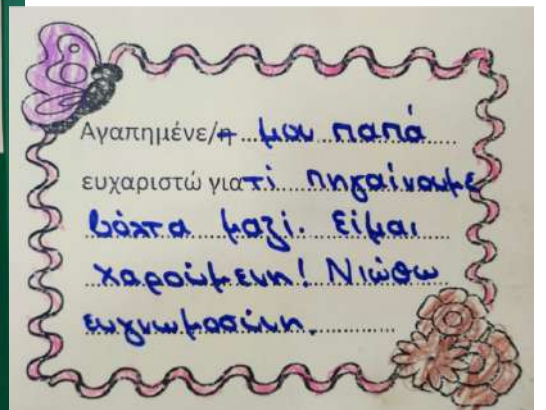


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"My dear mommy thanks for making my sandwich every morning. I am grateful for having you next to me!"



"My dear dad thanks for taking walks with me. I am really happy! I feel grateful!"

In one of our participating schools, the children put together their gratitude cards and created their gratitude board



Two friends exchange their gratitude cards because they wrote it for each other expressing how grateful they are for being best friends



Third set of activities – I am grateful for...

In the third set of activities you can invite children to think about what things they are grateful for. The aim is to explore together what they have in common, what similarities they have, and what their differences are. When the activities of this set were rolled-out in the participating schools, teachers and children came to the conclusion that they are all unique even though they are not the same. They became aware of the stories that each child brought to class and saw how special they all are!

1. Ask children to bring from home their favourite toy that they feel grateful for and present it to the other children expressing their feelings. Ask for volunteers to present their favourite toys to the rest of the group starting with the sentence “The toy I am grateful for is...”

2. Ask children to bring from home their favourite book and create together the Gratitude Library. Ask for volunteers to present the book they have in their life that they feel grateful for. Encourage children to talk about their book and express their feelings.

3. Introduce this activity by inviting children to think of their very special talent that makes them feel special. Then give them a star-shaped piece of paper and ask them to draw their talent on the star and write their name. Mention that everyone has talents that make them unique and special from others, like the stars in the sky, which are each unique.



The gratitude library



The talent board



You might like to... create different “corners” in your classroom after the end of these activities, e.g., the gratitude library or the talent board like the participating schools did during the activities.



Fourth set of activities – Our own rose

In this set of activities, you can encourage children to plant their own rose in the school garden with your help, so you all experience together the joy that the Little Prince felt when he first met his rose.

1. Introduce this activity to your students by saying that today you will plant together your own rose.

2. Go to the school garden and with the support from other school staff (e.g., gardener, janitor, cleaner, other teachers, head teachers, etc.) plant your own rose.

3. Encourage children to visit and monitor the growth of the rose. You can also take them outside to draw their rose during art class.

4. In one of our participating schools, the children planted their own rose. They spent time with it, loved and cared for it. They developed a bond with it as they were checking how it was growing every day. They actually developed a bond with the rose and became friends with it. They felt that the rose was unique to them and made them happy. The children were grateful to have it in their lives! They also had their art class in the school yard painting their rose and expressing how grateful they are for having it as their friend.



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Evaluation

We evaluated the impact and change brought about by the activities of this lesson through the children's drawings, oral expression and expression of emotions.

In conclusion, we saw that through this course the children learned to express gratitude to situations, things and people that bring them joy and to appreciate them. Through this they were able to become very close as a group and no longer see barriers in their relationships with each other -where previously they had seen them, for example because of their different skin colour or the different languages they spoke.

The children learned that when they were grateful for what they had in life they felt happier, because they gained a deeper understanding and appreciation of what is important for them. They also became attuned to valuing things that sometimes are taken for granted.



Lesson Plan 2: A little bird narrates...

Introduction

This lesson is designed to delve into language acquisition and intercultural education -areas that correspond to the education of children with immigrant biographies for pre-primary education.

Through a variety of co-creation activities, which were largely guided, the children of the participating schools travelled and learned about planets, cultures and other interests to recognize and understand the diversity of their own classroom.

The main protagonists in this lesson plan are various characters found in the Little Prince story, such as the pilot, the planets, the flower.

The lesson begins, with a little bird that serves as a symbol of every child who is part of our class, every child who is curious to learn and see a lot, every child who has travelled from one country to another.



Main purpose

To understand that this planet on which we live on belongs to everyone.

Objectives

Children are invited to:

- 👑 Experiment with different aspects of the planet on which they live
- 👑 Express their feelings around some critical questions while meeting or acting as key characters from the story of The Little Prince.



Starting Point of initiation

To introduce the activities of this lesson plan, you can give children the sketch of a bird and ask them to draw it. Put on some relaxing music (e.g., Vivaldi's The Four Seasons) and explain to the children that their bird will take them to different adventures as it travels across the countries of the world. When the music stops, each child presents his or her little bird. The presentation focuses on 3 things:

1. what kind of bird is it?
2. what was the most beautiful thing the bird saw?
3. what did the birds see that made them sad?

Finally, the birds ask the children for a better planet.

First set of activities – Who does this planet belong to?

The first set of activities aims at enhancing language skills to migrant children through interactive and participatory activities in which they strongly collaborate with children who are native speakers of the host country's language.



Activity 1: Let's create our own planet!

1: You start with a classroom game, where you encourage children to look at the globe and name anything that impresses them. Alternatively, you can use artistic methods and make all together the planet Earth using newspapers, balloons, watercolours and paintbrushes.

2: After the game, raise the following question: who does this planet belong to? The children enter a thinking trail and answer the question.

Indicative answers:

The children in our pilot told us: our planet belongs to humans, birds, lions, the sun, the strong, the sea, dinosaurs, etc.

3. Then initiate discussion and after an exchange of views you can vote and decide together. It is advisable to highlight the fact that the planet belongs to everyone, because everyone has the right to live on it.

4. Next, tell them that now each child will make their own earth with newspaper. You can give a newspaper to each child and help them create a small sphere, which they cover around



with paper tape. Then they paint and decorate it as they like. Alternatively, you can divide the children in smaller groups and work together.

5. Following that, the children present their earth to the whole assembly. They describe what they would like the earth to be like and if they had to choose just one thing to put on it what it would be.

Indicative answers:

Examples might include flowers, trees, birds, family, friends, love.



Activity 2: The positive and negative things of our planet

1: Next, encourage children to comment on the good things happening on our planet or what they love about our planet. Then you can start a discussion about problems and negative events occurring on our planet or what they do not like that much on our planet. After commenting on the positive and negative elements of our planet, ask children if they wish for you all to create a new planet together.

2: Ask the following so you give space to everyone to express their opinion: What will the new planet be called? What would I like to have? What makes me happy on this planet? Ensure that all children feel safe to speak and encourage peer translation if that is possible.

Indicative answers:

In our pilot action the children told us: it makes me happy when I play with my friends; I would like to have my family; it makes me happy when all the children are smiling and when I have friends and when my family is happy; I would like it to have lots of children and toys; I would like it to have no war and to have peace.



Children from one of participating kindergartens show their ideal planets



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Second set of activities – Tell me about the most beautiful thing on your planet!!!!

In the second series of activities children are introduced to the Little Prince and experience with him his adventures. A prominent element of this set is the theatrical games that teachers can use so they enhance collaboration and creativity in children. Moreover, activities aim at increasing empathy and looking for solutions to make our planet friendly for everyone.



Activity 1: Exploring more planets

1: Suddenly the Little Prince comes to your class asking if we know him and introduces himself. You can introduce the Little Prince either by showing an image of him and saying a few words about his adventures or by previously reading the story book to the class.

2: In the case of the participating schools in Cyprus, teachers read the story to the children so when they saw the Little Prince, they told him that they know him through the story their teachers read to them and that they love him and admire his adventures.

3: After introducing the Little Prince to the children, the Little Prince tells them that he travels all over the world and sees many beautiful things. He then gives them each a star and with it they travel the world. The children lie down in the starry sky and travel with music. Take a look at the pictures below to take inspiration about how you could recreate the starry sky. Following that, the children name what they see, make a wish on their star and put it down.



4. You can now encourage the children to become the pilots like in the story. Mention that it is very important for them to travel everywhere and tell the rest what they have seen and heard. They create their own glasses and decorate them to travel in other planets. You can turn the desks upside down, and children can use them as their own airplane or spaceship. To enhance mathematical skills, you can also create geometric shapes together with children for their new spaceships and airplanes. In one of the participating preschools, they implemented these steps and children had a great time while working together!



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Activity 2: The flower of laughter

1: After the various adventures that children experienced, it's time for you to introduce a different planet in order to initiate discussion and enhance feelings of empathy and understanding. Present to children a planet that has only one flower which is dried up. Tell children that you find out that this flower is "the flower of laughter" that wilted. Ask children to explain why this flower might have wilted and imagine their own scenario. In the Cyprus participating schools, when children experienced this activity, they concluded that on this planet there was no love, there was no peace and friendship; there was war, loneliness and misery, so the flower lost its vibrancy. The children spontaneously made references to their own experiences during their journey to the host countries and what it was like to leave a war zone.

2: Next, you can ask the children what the laughter flower needs to come to life. Support children to freely talk about their own ways to make the flower come alive. In Cyprus schools, children mentioned that love and friendship will help the flower of laughter to bloom again, and they all decided together to laugh out loud to bring the flower back to life! And their planet came alive and was filled with flowers as the picture below shows.



3: After exploring the needs of the laughter flower, you can reflect on the fact that everyone wants to be happy and smile, but sometimes they don't. Encourage children to think why and what reasons might make people feel unhappy. In Cyprus schools, through discussion and reflection, children came to the conclusion that if everyone helped each other to be more smiley and do things they like, then more and more people would be happy and joyful.



4. After that, you can make together paper smiles and give them to each other. You can also photograph children's smiles and create the box of smiles. You can also mention that our planet is only beautiful if you share it with love and smiles!!!



The Cyprus participating schools created a box full of smiles





Evaluation

You can evaluate the impact and change brought about by the activities of this lesson in the following way:

1. Introduce the body mapping exercise that enables children, collectively, to explore changes in their lives or in their knowledge, behaviour or attitudes that are an outcome of their participation.
2. Ask for a volunteer to lie down on a flip-chart paper so that the shape of their body may be drawn around. Draw around their body shape with a marker.
3. Encourage each child to think about changes arising from their participation. Again, remind them that they can think about and record positive or negative changes.
4. Start by focusing on each part of the body, while children give you feedback. For example:
 - o The head: Are there any changes in their knowledge? Or what they think about/worry about/feel happy about? Are there any changes in the way your teachers and parents think about children?
 - o The eyes: Are there any changes in the way they see themselves/their family/their community/their school? Are there any changes in the way adults see children?
 - o The ears: Are there any changes in how they are listened to? Are there any changes in how they listen to others? Or what they hear?
 - o The mouth: Are there any changes in the way they speak? The way they communicate with their peers, their parents, their teachers or others? Are there any changes in the way adults speak to them?
 - o The heart: Are there any changes in the way they feel about themselves? Are there any changes in their attitudes to others?
 - o The hands and arms: Are there any changes in what activities they do?
 - o The feet and legs: Are there any changes in where they go? What they do with their legs and feet?

In conclusion, you will see that the children have a lot to say especially about the new things they learned and the new feelings they developed towards their classmates, their teachers and ultimately themselves.



Lesson Plan 3: The Little Prince travels to our classroom

Introduction

In this lesson plan you will come across various activities which can support you to contribute to the integration of migrant children in the school community. The activities focus on the story of the Little Prince who visits you and your children and talks about his adventures. Through the activities, you could establish a balance in the existing relationships between migrant and non-migrant children and support the creation of new relationships that are accepted and understood by the whole class. You can also avoid intense conflicts and foster respect for diversity and for the culture that each child carries with him or her.

Main purpose

To reflect and develop empathy, individually and as a group, through the story of the Little Prince.

Objectives

Children are invited to:

- 👑 Argue by supporting their point of view (migrant)
- 👑 Take the position of the heroes
- 👑 Understand and explain cases where different emotions are experienced
- 👑 Create their own story in a way that explains the relationships of people in terms of changing their place of residence (refugee)



Starting Point of initiation

To start the activities of this lesson plan, you can take to class a box which contains a letter, a picture of the Little Prince, a rose and a USB stick. Tell the children that the letter is sent by the Little Prince who shared his picture so they can hear his story and get to know him.

First set of activities – Introduction to the story

In the first set of activities, children will be introduced to the Little Prince story and understand better the plot so they can meaningfully contribute to the following activities.

1. Firstly, introduce the story of the Little Prince to the children. You can play the following video:

[Watch video](#)

The children answer questions in order to use parts of the text/video to look for information.

- o Who is the little prince?
- o Where does he live?
- o How did he travel?
- o Why did he leave his planet?
- o Where did he go?
- o Who did he meet?
- o How did he feel?
- o What happened at the end?

2. To ensure that children have comprehended the story you can select 8 pictures of the book that represent important moments of the story. Select 8 children who they randomly pick one of the pictures. Each of the 8 children holds his/her picture and moves around the room to the accompaniment of music.

3. Explain that when the music stops, they should randomly step into a horizontal line with their picture.

4. As soon as they stand in a random order, ask the other children to put each child-picture in the correct order according to the story of the Little Prince. Encourage them to discuss out loud and re-tell from the beginning the story of the Little Prince that they heard so they collaboratively achieve this goal.

5. After you have all agreed on the correct order of the story, ask from each child to draw a scene from the book that they liked and express themselves orally about what they drew.



During the discussion, open up a dialogue around the new relationships and feelings developed when people change their place of residence. It is a good opportunity to discuss more about issues of displacement and the refugee crisis.



Children from one of the preschools participating in the pilot action are standing in line showing the storyline of the Little Prince

Second set of activities – Taking the place of the "other"

In the second set of activities, children will explore activities that focus on role-play and use their imagination to create dialogues between the main characters of the Little Prince story, but also will develop empathy and understanding by learning more about the story of a little refugee girl called Irene.



Activity 1: Role playing

1: Divide children in groups of four and tell them to sit in tables with their groups. On each table of four there are four laminated pictures of two different pairs: the Little Prince and the fox and the Little Prince and the rose.



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2: Tell children to close their eyes and, to the accompaniment of classical music, imagine that they are transported to the magical world of fairy tales where the Little Prince lives. They open their eyes and choose a picture.

3: Explain that each pair will improvise and engage in dialogues based on the roles they have selected (prince-fox and prince-rose flower). Give them some time to prepare their dialogues and then volunteer pairs come at the centre of the room and present their dialogues to the rest of the class. Through the dramatization and role-playing, teachers from Cyprus where initially this pilot action took place observed that children's emotional empowerment was cultivated, since they were able to understand complex emotions and explain in which situations such emotions are experienced.



Activity 2: Comparing stories

1: Introduce this activity by saying that you will show the story of another child. Play the story of a refugee child, Irene, but stop the video so that no ending is given to Irene's story.

Story in Greek

Story in English

2: Ask children to imagine and give their own solution to Irene's problem. Ask them to draw a picture that reflects the end of Irene's story. Ask from volunteers to present their drawing and explain to the rest of the class how their version of Irene's story ended.

The picture on the right belongs to one of the children who participated in the activities. It reads: Irene found a house. There was a lady and told her to come in her house and that she will give her whatever she wants. As one of the teachers who co-created this activity mentioned: "Through this particular series of activities, we saw that the children identified key information in the text and gave their own ending to the story. In this way they were invited to take the heroes' position (emotional empowerment), but also to use argumentation to support their point of view. This was a particularly powerful part of the activities, as the different positions of the children, e.g., children with an immigrant background, created a ripple effect of understanding and mutual support among all the children in the class."



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Third set of activities – I'll tell you a story that the books didn't write!

In this set of activities children are invited to use their imagination and create a completely new story based on storytelling techniques. They will revisit heroes whom they met in this lesson plan and engage their parents in the recording of their story.

1. To start this activity put music on and showed a 'storytelling corridor' to the children. You can see an examples in the picture below and create your own storytelling corridor, using simple material such as cardboards and printed pictures.

2. Tell the children that the storytelling corridor is actually a magical path where they can see some of the heroes that they are now familiar with (prince, irene, fox).

3. Explain that together you will make your own story following the basic steps of the corridor. The first step of the corridor is **place**, so you have to co-decide in which place your story will begin. Then the next step is **people**; there you can introduce the main characters of the story (in the example below the Little Prince and the fox were introduced). Following that, the third step is **time**, so you have to co-decide when does your story take place. The fourth step is the **problem/dilemma**, namely a person or a situation for which you need to provide support or tackle barriers, and so on. The fifth step consists of other important information that add **context** to your story. The sixth and final step is the **solution** of the story that indicates how your story will end.

4. After developing together your own story, you can ask children to record it with the help of parents or teachers, and then illustrate it.

5. Below you can read the story created by the children in a Kindergarten class of.



The storytelling corridor



Once upon a time on planet earth the Little Prince visited a forest in Paphos. There he gathered wood and built a beautiful little house.

In the forest he found a good wolf and they became friends.

Every day with a little basket he would go and pick blackberries to eat.

When he went for a walk in the forest, he found his friend the fox and they told each other.

-Hello fox, I missed you!

- I missed you too. Do you want to come to the house I made so we can play?

-Yes, I'm coming with you now.

As they walked along together, they were happy. Suddenly they came across a little girl running through the woods. The little girl was sad, barefoot and had bruises on her legs. Her clothes were burnt, black and dirty.

The little prince said to the little girl:

-What is your name?

-I am Irene, she answered.

- What's the matter with you, running off into the woods?

-I am lost. I stepped on thorns. My house burned down. My clothes burned. There's a war in my town and I lost my parents. What's your name? Could you take me in your house?

-I'm the little prince and this is my friend the fox. Take some blueberries from my basket to eat. Come to my house in the forest and I'll host you for a few days. Shortly, when I return to my home planet, B612, I can take you with me, if you want, and you can stay there with me forever. On my planet there is no war. You'll be happy there.

THE END





Evaluation

The evaluation was carried out throughout the activities through drawings and reflective discussions. In conclusion, teachers saw that the children developed their emotional intelligence, care and compassion and their ability to put themselves in the shoes of others through activities that they directed, particularly where they had to give an end to stories, develop dialogues and create their own new stories.



Lesson Plan 4: The Little Prince meets Irene

Introduction

This lesson plan centres on the encounter between the Little Prince and Irene, a refugee child, whose story was briefly introduced in the previous lesson plan. The purpose of focusing on the entanglement between those two stories is obviously the current problems caused by wars, conflicts, racism, refugees, poverty and their effects on children's lives and wellbeing.

In a joyful, creative, democratic, cooperative and supportive environment, the children get to meet the Little Prince and Irene. Two stories that carry deep emotions and promote equal human rights and important life values.

Main purpose

To develop empathy and capacity for acceptance through participatory activities that focus on human interaction and friendship.

Objectives

Children are invited to:

- 👑 Express the feelings evoked by the story of Irene and the Little Prince, cultivating empathy for those who are far from their home.
- 👑 Understand the concept of diversity and exclusion in relation to the basic and universal needs of children.
- 👑 Enrich their relationships with each other through experiences and feelings for those living in other countries.
- 👑 Foster communication and trust between children and then raise their awareness of diversity, empathy, acceptance, solidarity and friendship.

Children are encouraged to observe, talk, use their imagination, draw, create figurines, imitate, and role-play, play games, sing and create paintings and murals about the world they want to live in. Each activity is followed by discussion, critical thinking questions and the children's own opinions.



Starting Point of initiation

The starting point of this lesson plan should be the encounter between the Little Prince and his new friend Irene. You can introduce the Little Prince and Irene by creating their figures and invite children to draw them like in the picture below. Upon the encounter of the Little Prince and Irene, a brief dramatization is necessary so you introduce the context that will support the development of the activities. You can use the following indications:

"When the two characters meet, the Little Prince tells Irene his story; where he came from; how he spent his days on his planet; about his favourite rose; the fox; and the feelings he felt when he visited a school with lots of happy children like the one here today.

At the mention of a school with happy children Irene smiles saying, "A school with happy children? I would so like to meet them."

And the Little Prince responds: "But it's the first time I have met you, and I know nothing about you... how shall I take you to my friends?"

"Take me, Little Prince," Irene says, "and I will tell you my long story."

So, the Little Prince and Irene came to our school today.

Let's welcome them!"



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First set of activities – Introduction to the history of Irene

In the first set of activities, you will help children become more familiar with the story of Irene using various artistic methods, such as drawings, as well as through discussion.

1. Irene presents her story to the children through a video. You can find the story in several languages on the UNHCR website.

[Video in Greek](#)

[Video in English](#)

The film is paused from time to time, with the teacher and children commenting on the content.

2. The children discuss the general messages of the video and then visually express their feelings about war and peace.



3. Following that, you can initiate a discussion about which snapshots from the story impressed or surprised the children. After your discussion, ask children to try to draw that which impressed or surprised them from their selected snapshot.

4. Later you can place the children's drawings on the board in the correct chronological order and invite the children to tell Irene's story again.



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Second set of activities – With one colour I run

In the second set of activities, the children use a game to enhance their understanding of togetherness and loneliness.



Activity 1: Who's entering the circle?

1: With a paper tape, form a large circle on the floor and cut out circles in red, blue, yellow and green (5 of each colour) on cardboard.

2: Tell children to create a circle outside the paper tape. Explain that when they hear a sound (e.g., a tambourine), they must enter the circle. Then, give children the coloured circles at random. After all the children have received a coloured circle, give instructions by tapping the tambourine:

The yellow and red ones gather in the circle.

The yellow and red circles hug each other in the circle all together.

The yellow and red circles are dancing in the circle all together.

The yellow and red circles are sitting in the circle all together.

Tap the tambourine and say again:

The circles move out of the circle.

The same is repeated with the groups with the colours blue and green.

At the end hit the tambourine and say:

The circles are all happily dancing in the circle together.

All the children in their colours and with music playing, mix in a colourful dance.

3. Next, to reflect and debrief on the meanings derived from this activity, you can ask the children which phase of the game they liked the most, what they noticed when they were alone with their group, what they noticed when they all joined together, how they felt if someone individually or with their group was excluded from the circle.





Activity 2: The tree of friendship

- 1: Using the circles that they were give, the children build the tree of friendship together as a team. Ask children to draw their faces in the circles they used, writing their name for those who wish to do so. Then they can glue them to the friendship tree which was made out of cardboard, and later, they can pin it on their classroom board.
- 2: The teachers at Cyprus' participating schools used different variations of this activity. For example, some of them created the tree of friendship; others instead of circles they used hearts; and others created the flower of friendship using the petals. The pictures below are indicative of all the variations that you can equally use with your students.



3. In general, through these activities the children interacted with each other and experienced individuality and teamwork. They understood that everyone has a place in the team and is accepted, maintaining their unique characteristics. The feelings of cooperation and teamwork, as well as the feelings of love and friendship were strengthened.



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Third set of activities – Never the same again

In this set of activities, the children are introduced to two new characters and to different types of behaviours. The activities aim at discussing behaviours that lead to exclusion but also to feelings of empowerment and support.



Activity 1: Anna and Ahmed

1: Present and introduce to the children the paper outline of two children, Anna and Ahmed. Explain that they are two children of their own age and tell them to imagine that no one wants these children in their classroom. Ask the children to express this to them. You can set an example by saying an ugly word such as "we don't want you here", "your clothes are not nice", "you are ugly" and so on.

2: Whenever a student says something bad to the figures, proceed with cutting a large piece of the figure and give it to the student. When everyone says something to the child figures and they have all the pieces, you can ask:

- o What happened to Anna?
- o What happened to Ahmed?
- o How do these children feel about the words you said to them?

3. After debriefing your discussion based on the questions above, continue with asking the children to glue the figures back on and understand what the results of their behaviour are, and if they can make amends. Indicate that the "new" children (who were glued back together) will never look the same again.

4. It is important to conclude this activity on a positive note, so encourage the children to think of what they can do to help those children feel happy again. The aim here is to discuss the concepts of love, acceptance, coexistence, and friendship. To comprehend that our behaviours and words have consequences as they affect how others feel.



Fourth set of activities – Painting freely

In this set of activities children express freely how they felt when they experienced the activities of this lesson plan. You can also involve other teachers, students, and parents in the development of those activities.



Activity 1: Let's paint the world a thousand colours!

1: Children and teachers are invited to freely draw their feelings around the lesson concepts, e.g., peace, friendship, love, understanding and resilience.

2: You can do this more simply through classroom painting or more collectively through the involvement of other actors, such as parents. The photo below shows a mural made in the context of these activities with the participation of children, teachers and parents.



Preschool children created with their teachers and parents a mural



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Evaluation

The assessment was done through oral questions. You can monitor the children's participation and emotional state throughout the activities, individually, in pairs, and in group activities that take place in the classroom and in the yard. The children in the participating schools in Cyprus showed particular interest and enthusiasm during the activities. The stories and the additional themes that emerged through them, reflected and moved the children.



At the end of this lesson plan, the children decorated the notice board of their class with drawings and other elements of the activities they participated in

Lesson Plan 5: The Little Prince and the Black Planet

Introduction

This lesson plan consists of experiential activities that focus again on the adventures of the Little Prince on different planets. The activities are mostly based on dance and body movements, while at the same time they kindle curiosity for further exploring different elements of the story. This lesson plan is shorter than the previous plans as it does not require an in-depth exploration of the storybook, although it would be highly recommended that you read the whole book to your students and let them become more familiar with its content.

Main purpose

To raise critical questions and initiate discussion around current issues that have affected the lives of millions of children around the planet.

Objectives

Children are invited to:

- 👤 Express their opinions, explain their choices and apply reasoning
- 👤 Identify and understand feelings of joy and sadness
- 👤 Express feelings through dance and movement



Starting Point of initiation

You can start the activities of the lesson plan by reading to the children some of the adventures of the Little Prince to introduce key themes of his story. This may take 2 or 3 lessons.

As a starting point of initiation, show the children a box and tell them that it is a gift from the Little Prince. Encourage children to guess what might be in the box by coming up with different ideas. After some rounds of guessing, open the box and show them what's inside. Mention that inside there are pictures of the planets visited by the Little Prince. We recall the Little Prince's adventures on those planets. You can use pictures of the planets and the main characters that the Little Prince visited there.

However, inside the box there is another planet whose colour is black. Show that planet last.



Children from the preschool participating in the action are matching the characters to the planets



First set of activities – Which planet is this?

In the first set of activities, children will try to understand why the planet is black. The activities intend to raise awareness on the various problems that affect the lives of people and children around the globe through critical awareness.



Activity 1: The black planet

1: After you have shown the black planet to the class, together with the children you should try to understand and reflect on why this planet is black. You can ask the following questions: What could have happened to make it black, or has it always been black? Who might live there? How would they feel? Allow children time to share their opinions and speak their minds.

Indicative answers:

The children indicated that sadness is prevalent on this planet because it is probably a planet where there is war and unhappiness. They said that there are no children there to make the planet bright nor love and friendship.

2: Following that initial brainstorming, try to combine the opinions heard by reminding the children that on our own planet there are also countries where blackness prevails due to extreme poverty or being plagued by war. Proceed with asking the following: Can you guess how the children there feel? What can we do to give them a safe place to live?

Indicative answers:

The children in our pilot action told us: the children there feel really unhappy; they have no colours in their life; they have never seen before the colours of the rainbow. We can go there and help those children; we can give them food and shelter in our own planet that is sunny and colourful.





Activity 2: Move around!

1: Explain that this activity aims at allowing children to express their feelings through movement. Mention that previously you discuss a lot about the black planet and that now it's time for them to show how they feel through bodily movements. Put different coloured planets on the floor forming a circle and in the centre of the circle place planets whose colour is black. The children listen to music and dance on the planets. When they hear happy music, they move around the coloured planets and when they hear sad music they move at the centre of the circle to the black planets. In any case it is up to them how they choose to express their feelings.



Preschool children express their feelings through dancing



Second set of activities – A new colourful planet

In this set of activities, the Little Prince sends a letter to the children. These activities are intended to enhance creativity and collaboration between migrant and non-migrant children.



Activity 1: You have a letter

1: Inform the children that the Little Prince has sent them a letter. In his letter, he asks the children to colour the black planet because it makes him sad to see it like this. The children use different materials and colours to give colour to the black planet. Below you can find the letter that the Little Prince has sent.

Dear children,

Hello, I'm the Little Prince. I'm so glad you read my story and enjoyed my adventures on the planets.

Now I am back on my own planet, and I am near my friend the rose. We are both very happy and joyful. I hope that you too have a friend to love and care for like I have my rose.

I am sending you this letter because I need your help. As I was walking around the planets, I came across a planet that was pitch black. I don't know what happened to make it black. I would like you to give it colour, to make it happy and joyful again. Give it life!

I'm sure you can do it! Thank you so much and I wish that you will always be happy and loved.

With love,

The Little Prince





Preschool children from participating schools using different artistic methods to give colour to the black planet, individually or in groups



Evaluation

The evaluation process deployed children's photographs and drawings as a means of assessment. During the activities of this lesson all children regardless of their educational level worked pleasantly, creatively and had a lot to say about the black planet. They were all happy and excited, and this helped the children work well together.



Lesson Plan 6: The Little Prince in our world

Introduction




In this lesson plan, teenagers aged between 13-15 years old worked in groups to create some texts describing feelings and thoughts based on the hypothetical scenario of the Little Prince's visit to our world. This lesson plan aims at engaging with an older group of pupils compared to the previous lesson plans. Yet, all activities are adaptable to different education levels and can be simplified or become more complicated based on the needs of your class.

Main purpose

To open a dialogue around the children's thoughts and highlight support actions for those who feel that they do not belong.

Objectives

Teenagers are invited to:

-  Work together and explore topics relevant to the Little Prince imaginary travel to Cyprus (or in any other country)
-  Use their creativity and imagination
-  Practice their writing skills



Starting Point of initiation

To start with the activities of this lesson plan you are strongly encouraged to introduce to the teenagers the story of the Little Prince. Following that split them into 3 to 6 smaller groups, depending on the total number of your students.

Based on the adventures of the Little Prince, give each group a hypothetical scenario starring the Little Prince and his visit to Cyprus. Teenagers must work with their classmates and produce a piece of work (e.g., an opinion essay, a drawing, digital material, etc) based on the chosen topic.

You can introduce the three topics below but explain that each group is free to choose their own topic. This list is only indicative. More themes can be added depending on the needs of the class and the interests of the group:

- o Country of origin of the Little Prince
- o The Little Prince's wanderings in Cyprus (or in any other country)
- o The Little Prince visits our school

They can use any method or tool they want to create their stories (drawing, writing, presentations, media, videos, etc.).

First set of activities – The Little Prince's country of origin

Teenagers work in groups with questions as guiding points to stimulate their imagination, in order to see whether the description of the Little Prince's country of origin bears elements of countries that force their inhabitants to emigrate. The aim is to provoke discussion around these components. Questions posed are: what is it like in his country? What is happening in his country? How did he get to Cyprus? What is he leaving behind?

Second set of activities – The Little Prince's wanderings in Cyprus

Teenagers work in groups with questions as basic guidelines to feed their imagination in order to see whether or not the Little Prince's wanderings in Cyprus will lead him to encounter specific characters and/or situations that will make his stay difficult (e.g., racism, xenophobia, stereotypes and prejudices towards the foreign and the unfamiliar) or not. Questions asked are: what characters and situations did the hero encounter during his wanderings? What messages would he take away from these encounters? What made an impression on him?



Third set of activities – The Little Prince in our school

Teenagers work in groups with questions as guiding points to stimulate their imagination to see if they can identify with experiences that the children themselves had during their first days at school, and how, ultimately, the school community can act as a barrier or a support for the integration of children with a migrant background. Questions asked are: how does he feel? How are his classmates, teachers, principal treating him? What would you personally do?



Evaluation

The evaluation was done through an interactive activity, called red, amber, green traffic lights, which aims to test the effectiveness of an activity.

Which steps to follow:

- o Draw and shade three circles of red, amber and green on a flip chart.
- o Explain to the young people that they are going to have the chance to monitor and evaluate their participation in this project and the extent to which it has or has not led to any changes in outcomes for them.
- o Explain the use of 'traffic lights' and the three circle colours (red, amber, green) and ask youngsters to choose which colour represents the progress and outcomes of the project, and why.
 - Red** indicates that the project did not progress well.
 - Amber** indicates that the project progressed fairly well, but there was room for improvement.
 - Green** shows that the project is progressed really well and that there are positive outcomes for youngsters arising from their participation.
- o Young people are given post-it notes to record their reasons, and they place one on the colour circle that best represents their views on the progress and outcomes of their participation.
- o As they stick on their post-it notes, they are encouraged to share their reasons with the group.



Other Activities

As mentioned in the introductory paragraph on lesson plans, some of the activities that ran during this pilot were not developed as part of a series of activities but as individual activities.

The first important actions were carried out in cooperation with the Sunday School, a Non-Governmental Organization that aims to support, through educational activities, children and adolescents living in the Reception and Accommodation Centre for International Protection Applicants, in the Kofinou Community, Larnaca District. These two educational activities aimed to engage children with local communities by showing them cultural customs of these communities and ultimately open a dialogue with policy makers on important issues around the integration of children with migrant backgrounds. These activities were preceded by theatre workshops within the premises of the Centre, in order to create a safe environment for the children participating in the two educational excursions.

Let's learn a bit more about these activities that might inspire you to replicate those in your own local context.



Children and teenagers who live in the Kofinou Reception Centre in Cyprus participating in preparatory theatre workshops



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Activity 1: Idalion community visit

The first educational excursion took place in the community of Idalion and in collaboration with the Idaliades, an association of women who are involved in traditional methods of creating handmade objects. The children got in touch with the women of the association and made handmade jewellery.



TIPS

How to recreate this activity:

- o Contact organisations and communities that are interested in closely working with migrant children. This is how you guarantee inclusivity and respect of one's own story.
- o Make sure that you have a checklist for the logistics (e.g., buses, accompanying persons, reservations for lunch, guides for the community, important phone numbers, etc).
- o Volunteers are important as they can support the process.



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Activity 2: Kofinou community visit

The second field trip took place in the community of Kofinou, where the children live. The children had the opportunity to talk to the municipal executive and raise some concerns about the difficulties they face during their stay in the country. In the context of this structured dialogue, shortcomings, and difficulties that both the education system and policy makers have in implementing effective integration strategies came to the surface. At the end of the dialogue, the children were introduced to local customs, such as baking bread and learning local dances.



Kofinou municipal executive Mrs Despo Charalambous teaches children how to make traditional Cypriot sourdough bread



TIPS

How to recreate this activity:

- o Contact organisations and communities that are interested in closely working with migrant children. This is how you guarantee inclusivity and respect of one's own story.
- o Make sure that you have a checklist for the logistics (e.g., buses, accompanying persons, reservations for lunch, guides for the community, important phone numbers, etc).
- o Make sure that you have at least one experienced moderator during the discussion between children and stakeholders to effectively facilitate any occurring issues.





Activity 3: A school theatre play

The third and last activity that we would like to present and that may inspire you to create something similar is the implementation of a celebration based on the theme of the Little Prince in which the perspectives of cooperation, teamwork, friendship and respect for differences are highlighted. In other words, one of the schools participating in the pilot action built the final performance of the school year around the key themes they worked with for "The Adventures of the Little Prince in the World." Parents, teachers, children and other stakeholders were invited and attended the performance.



TIPS

How to recreate this activity:

- o Before embarking on your theatrical journey, it's essential to sit down with those in charge. Schedule a meeting with the school leadership to discuss your ideas for the production, your budget, timelines and any restrictions. Knowing the parameters you are working within right off the bat will help you avoid problems down the road.
- o Choose with your students which scenes from the Little Prince story you wish to present as it is an elaborated story.
- o Make sure that you use multiple methods on stage, such as dramatization, singing, and dancing to allow children of different ages to participate.



Liopetri pre-primary school presenting their final play

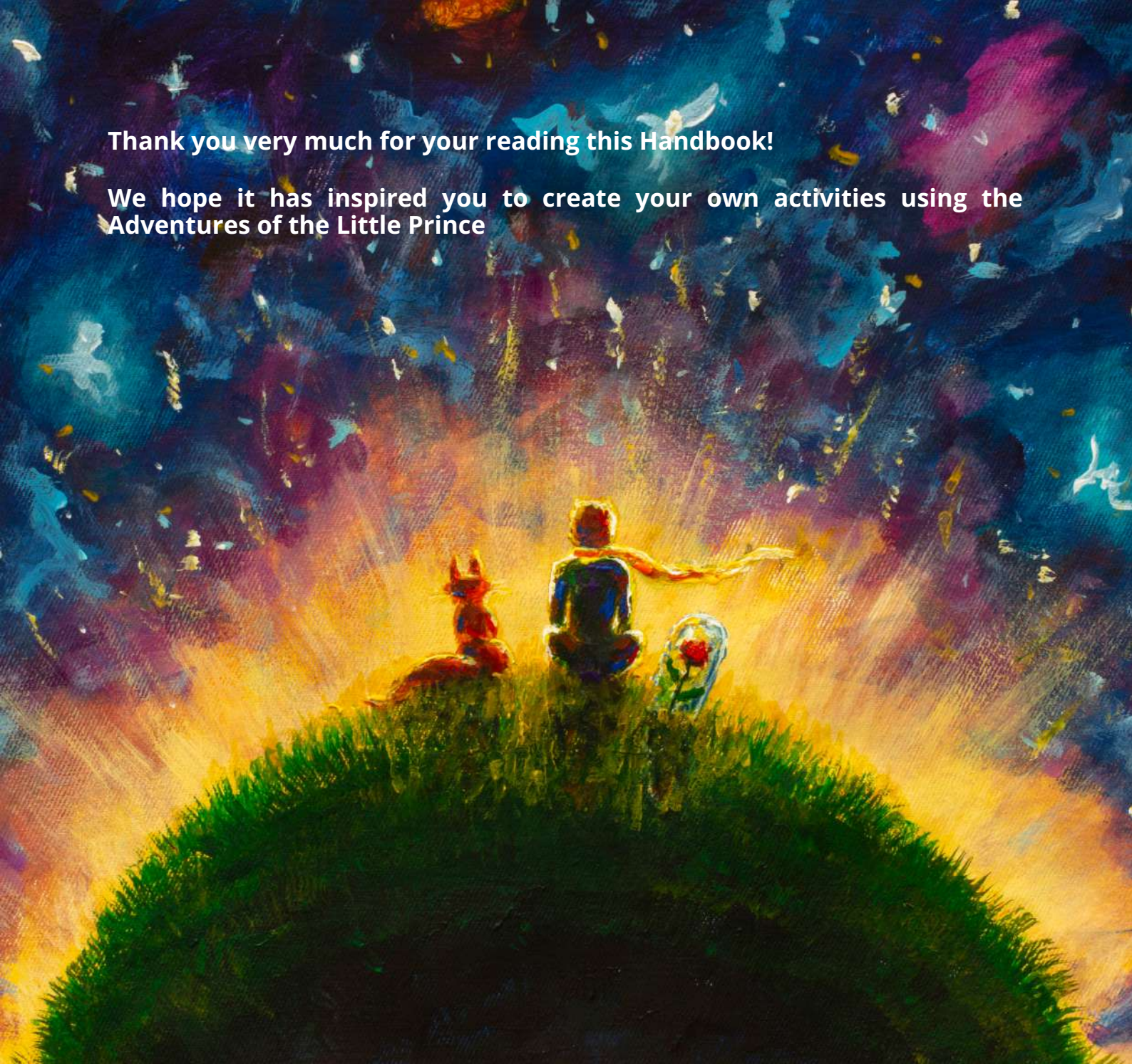


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Thank you very much for your reading this Handbook!

We hope it has inspired you to create your own activities using the Adventures of the Little Prince



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