



LANGUAGES

1. Icebreaker:

- Gibberish: ask your students to form pairs and start speaking to their partner using a random language. Encourage them to try and have a conversation. Later discuss how it felt using this gibberish.
- The languages of the world: turn on a clip of people saying I love you in different languages. Ask your students to close their eyes and listen to the different sounds. Ask them to try and remember one way to say I love you and guess what language it is.

2. Questions for Children:

- How many languages can you speak?
- How many languages can you name?
- How does it feel when you can't understand a language?
- Do you think there is a universal language?
- What language do you think is the hardest to learn?
- How do you think people get along when they don't know each other's language?

Keywords: language, parts of speech, universal, grammar, writing, sounds, culture





3. Did You Know That...?

- There are over 7,000 languages spoken in the world!
- There are around 160 different English dialects!

4. Creative Task:

Ask your students to create their own classroom dictionary with fun words only they as a class understand. Later encourage them to decorate it using recycled materials.

Useful materials: paper, markers, sequins, glitter, cardboard

Learning Outcome:

Cultural Awareness- This topic will allow students to realize there is more to the world than what we hear around us.





FASHION

1. Icebreaker:

Line of fashion- Ask your students to line up according to- the color of clothes they are wearing, what types of clothes they are wearing, what brand of clothes they are wearing, where they got their clothes from.

Fashion designers- Ask your students to design and draw their dream piece of clothing and present it to the class.

2. Questions for Children:

- What do you think of when you hear the word fashion?
- Who do you think dresses the best in your family?
- Where do you get your clothes from?
- Do you know what fast fashion is?
- Do you think having too many clothes is good or bad?
- How many pieces of clothing do you have?
- Do you know that fashion changes throughout the years?
- Do you know what hand-me-downs are?

Keywords: sustainable fashion, fast fashion, trends, fashion show, brands, hand-me-downs, landfill, accessories, outfit





3. Did You Know That...?

- Around 92 billion tons of unwanted clothes end up in landfills every year! That's the weight of around 13 African elephants!
- About 100 billion garments are produced every year!

4. Creative Task:

Ask your students to create clothing using recycled materials and clothes they don't wear anymore. Later organize a sustainable fashion show!

5. What Could Be Useful?

Cardboard, toilet paper rolls, paper, tissue paper, beads, beans, pieces of clothing or material from their houses

Learning Outcome:

Awareness of fast fashion - this topic will allow children to understand the negative outcomes of fast fashion and their awareness of sustainability will grow.





MOZART

1. Icebreaker: Tune-in Dance (Kokas Pedagogy Method)

Students sit down in a circle, close their eyes, the teacher/leader starts the music (e.g. best of Mozart or other appealing piece of music)

- Now we will wander into the world of music. With eyes closed, tune in to the music
- Open your eyes and make eye contact with as many of your peers as possible
- Move your fingers to the music
- Move to the music with your arms
- Move to the music with your upper body
- Stand up and start walking slowly! Watch how you step! First your heels, then your feet, your front soles, and finally your toes. Roll your body weight along the soles of your feet.
- Walk to the beat of the music and greet each other
- Dance to the music
- Dance to the music with your partners, either in pairs or in groups
- Walk to the beat
- Walk slowly, rolling your weight on your feet
- Sit in a circle and make eye contact





2. Questions for Children: Using Emotion Cards, Teddy Bear/Cat Cards or Dixit

- How did you feel when you listened to the music with your eyes closed?
- How did it feel to dance alone?
- In comparison, how did it feel to dance with your peers?
- Did you know any of the tunes?
- Do you like to listen to similar classical music?

3. Did You Know That...?

The music presented was composed by Wolfgang Amadeus Mozart, a Viennese classical composer. His specialty was that he had played the piano since he was a tiny child, writing his first piece of music at the age of 6, and he and his violinist father went on concert tours around Europe.

His most famous youthful work is "Shine, shine, little star", the melody of which is known in Hungary from the song "Hull a pelyhes fehér hó" (=The fluffy white snow falls).

Another famous work is The Magic Flute. The main character of the story is Pamina, who is hidden from the evil Night Queen in a church. The Night Queen shows Pamina's picture to Tamino, the young prince, who falls in love with her and wants to free her. She has to endure 3 trials, but in the end all goes well, the couple fall in love and live happily ever after.

4. Creative task:

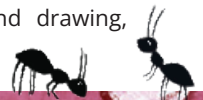
Create illustrations for scenes from The Magic Flute, while listening to the main musical passages and arias for inspiration (e.g. The Night Queen's aria, How beautiful is this? Papageno and Papagena)

Display the completed works in a circle around the room, so that they can go around in a gallery-like way and students can look at each other's work.

Materials needed: loudspeaker, music, paper, coloured pencils, markers, paint, brushes

Learning Outcomes:

- Music listening skills development: sense of rhythm, movement coordination, body image development, concentration, cooperation with others, ability to let go of self
- new information - learning about Mozart, works, curiosities
- drawing skills, developing manual dexterity, combining music and drawing, visualisation, imagination, creativity





THERMAL WATER

1. Icebreaker: The Life of a Sailor

We are all sailors on the endless ocean.

We must walk to music in space, but listen carefully, when the session leader/teacher gives an instruction, you have to follow it as quickly as possible.

Possible instructions:

- Lifebelt - 2 people form a circle, optionally a third person joins them
- Boat - 3 people cling together, they are the body of the boat, fourth person stands in the middle and paddles
- The boat leans right - everyone runs to the left side of the room (relative to the teacher) to counter the tilt
- The boat leans left - everyone runs to the right side of the room (relative to the teacher) to counter the tilt

To close, form groups of 4 using the boat and note who you were with!

2. Questions for Children:

- Where can the boat travel (possible answers: on water like: lake, river, sea, ocean)
- Who has sailed where in their life?
- Where do we meet water in our everyday life? (possible answers: tap, rain, bath)
- When on holiday, at the spa or beach, what kind of pool do you use? (possible answers: cold, slide, wave, thermal)





3. Did You Know That...?

- Thermal waters are springs that come from underground and have a temperature of 20°C or more. There are more than 1200 such springs in Hungary.
- Do you have one in your area?
- The hottest spring in Hungary has a temperature of 80 degrees Celsius.
- It is important to note that thermal water and medicinal water are not the same. Just because a water is warm does not mean that it has a healing effect. Thermal water contains minerals that have a healing effect.

4. Creative task:

We're tired from all the sailing, it would be nice to rest, but our boat is in a storm and needs to be repaired to get to the thermal springs on the next island.

We need to choose a captain to guide the construction. Everybody shall close their eyes. Who would feel responsible to do this vitally important job and successfully help the sailors build the boat and guide it to the neighbouring island to enjoy a well-deserved rest? With your eyes closed raise your hand if you're a brave sailor who'd like to volunteer to be captain! (first applicant selected)

Open your eyes and look for your boatmates you were in a group with at the start of the session! Choose a sailor to act as a messenger to deliver the news to the captain!

The captain will turn his back to the group and you will be given a description to decode so you can successfully build your boats! It is important to note that only the captain and the messenger chosen for each group can talk to each other, the others can communicate with each other within the group only without words.

(The group tries to fold the paperboat according to the captain's instructions)

Congratulations! Together, you have successfully repaired the boat, so you can sail to the warm thermal spring and relax after your hard work!

Finally, as a group, how satisfied are you with your work? How did it feel not being able to talk? How did the courier feel about being the only one to talk?

Materials needed: origami boat steps, papers

Learning outcomes:

- collaboration, building relationships
- spa water is not the same as thermal water, other interesting facts
- manual skills, verbal and non-verbal forms of communication, tolerance of failure, managing emotions, helpfulness





EGYPT

1. Icebreaker: The Life of a Sailor

We made a big trip to reach to Egypt. To be accepted by the locals, we wanted to learn their dance, which involves standing in a circle and holding the shoulder of the person in front of us. Following the instructions of the dance leader, we need to know 4 steps:

- camel - jump forward - as camel dancing is not a smooth walk
- mummy - jump backwards - as there are so many mummies in Egypt, they are sometimes scary
- pyramid - squatting - these buildings are so huge, you have to look up at them
- sphinx - turn - because next to the pyramids is the huge lion-bodied, human-headed sculpture

Once you know the moves one by one, the dance leader can mix up the steps, speeding them up as long as the group with the best dancing feet can handle it.

2. Questions for Children:

- Who knows where Egypt is? What is its capital? (map help)
- What are the typical/special animals that live here in the desert?
- Mummies can be linked to Egypt. What do they look like?





3. Did You Know That...?

- Did you know that not only people were mummified, but animals too? There were sacred animals such as cats, and their gods were often depicted with animal heads.
- In Egypt, there were polytheistic beliefs, and when new territory was conquered, the gods of that territory were accepted. Because of the polytheism, deities were associated with different natural elements and signs, because they were not understood in the past, they were considered miracles.

Important gods: (could be illustrated with pictures)

- Amon-Ré god of the sun
- Thoth - god of wisdom, moon, depicted as a dog-headed baboon
- Isis - mother goddess, god of magic
- Osiris - fertility, god of the afterlife
- Anubis - god of the dead, depicted as a jackal or wolf
- Bastet - cat goddess, depicted as a cat's head
- Horus - earthly king of the gods, depicted as a falcon head
- Seth - god of storm and chaos, depicted as an aardvark

4. Creative task:

Before heading back home, we'll take a look around the Cairo market for typical local items. Use the tools available and make, for example, mummy figures, paper scrolls, scarabs, pyramids, camels, cats, etc.

When you have finished, give it to a fellow artist as a gift! Tell them what you created and what materials you used. A person can only get one gift to fit in their suitcase.

5. What Could Be Useful?

Materials needed: paper, cardboard, glue, string, felt, pen, pencil, toilet paper, pebbles, etc.

Learning Outcomes:

- Cooperation, coordination of movements, concentration, listening to each other
- Egyptian religion, gods, local characteristics
- creativity, manual dexterity, communication, empathy





FAIRIES

1. Icebreaker: (From the Game "The Town Is Asleep")

I guide you to a magical kingdom, where a fairy bestows gifts on good children at night. However, they are in great danger because there is a mad genius in town, a scientist who wishes there were more fairies in town, so he wants to study the little fairy. Our goal is to get the fairy to safety and find the scientist so we can have a chat with him.

The town is asleep, everyone shall close their eyes. I go around and pick out the fairy by touch. Let the fairy wake up and point to someone she wants to give a gift to. Let the fairy sleep.

I go around and touch the scientist. Let the scientist wake up and point to who he thinks is the fairy. Let the scientist sleep.

The whole town wakes up. He received a gift from XY and captured the scientist YX. Who does the town suspect the scientist is?

The suspect can defend himself with arguments, then the town votes by show of hands whether they believe him. If at least half the group thinks he is the scientist, he is out of the game. The game goes on until the scientist is found or the fairy is captured, which is announced by the leader of the game.

In the next round, the leader of the game may be one of the students.





2. Questions for Children:

- In what films, fairy tales, books have you met fairies?
- What do you think fairies look like?
- What do fairies supposed to do? What do they do?

3. Did You Know That...?

Fairies first appeared in English and French mythology, as tiny, angelic, hiding creatures. The new types of fairies, including the great warrior fairies, appeared 300-400 years ago.

In Hungary there are fairy names, for example:

- Ramocsa - ramocho flower named after her
- Tarkő - according to tradition, she lives in Transylvania
- Olt - daughter of Tarkő, turned into a river
- Maros - sister of Olt, daughter of Tarkő, turned into a river
- Firtos - lives on Firtos hill
- Tartod - Lives on Tartod Hill, brother of Firtos
- Mrs. Rapsón - sister of Firtos and Tartod
- Torja - Transylvanian fairy
- Goat Stone - fairy of the mountain of Goat Stone
- Dála, Nemere, Rabonbán, Aranyka, Délibáb

There are many names here and the reason may be that Transylvania is also known as a beautiful fairyland.

The name Tünde (means elf or fairy) was created by Mihály Vörösmarty in his dramatic poem Tünde és Csongor (Elf and Csongor).

4. Creative Task:

Choose or create a fairy name for yourself. Draw what you look like as a fairy!

When you're ready, show each other, find someone you like and create a fairy family!

5. What Could Be Useful?

Once you have found your fairy family, build your fairy home together!

Materials needed: paper, coloured pencils, markers, moss, pots, stones, cardboard, berries and fruits, pieces of wood, etc.

Learning Outcome(s):

- Attention, concentration, reasoning, communication, democratic principles
- Observation, creativity, imagination, cooperation, empathy





FARM LIFE

1. Icebreaker:

- Farm animals sound guessing game: Turn on sounds of different animals found on a farm. Have your students guess the names of the animals.
- Farm animal charades: Prepare cards with names of animals found on farms. Have your students act out and guess what animal it is.

2. Questions for Children:

- What animals can you find on a farm?
- What other things come to mind when you think of farms?
- Why are farms important for us?
- Have you ever visited a farm?
- What kinds of food products can we obtain from farms?
- What does it mean when food is organic?
- What things can you find on a farm?

Keywords: animals, crop, food products, dairy, barn, farmers, organic, hay, tractor, agriculture





3. Did You Know That...?

- Some plants actually need cold weather to flower! Apple trees are an example of plants that need cold weather.
- Dairy cows produce from 6-7 gallons of milk a day!

4. Creative Task:

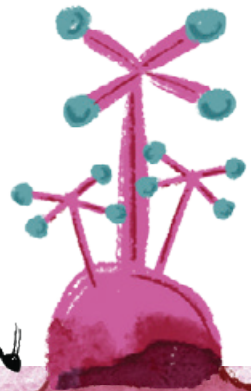
Use recycled materials to build a barn full of farm animals!

5. What Could Be Useful?

Cardboard, string, paint, tape, glue, hay, leaves, toilet paper rolls

Learning Outcome(s):

Environmental Awareness- This topic will allow students to understand where some food products come from and how important it is to preserve these elements of society.





FOOD- THE HUNGER GAMES

1. Icebreaker:

Fruit Salad- Each child chooses the name of a fruit or vegetable. One child stands in the middle with a fly swatter. The teacher calls out names of fruits and vegetables and the child in the middle must find the correct fruit or vegetable and pat them gently with the fly swatter.

Guessing sensory game- The teacher prepares a bag with various kinds of food for the children to choose from. The students must close their eyes and use their senses to guess the food.

Make a sandwich- Children get into pairs and one of them turns around. The other gives a back massage using phrases such as: "Cut the bread", "spread the butter", "sprinkle salt and pepper", etc.





2. Questions for Children:

- What do you think about when you hear the word “food”?
- Is food that is tasty always healthy?
- What kinds of food don't you like and why?
- How often do you eat fruits and vegetables?
- What do you eat when you are hungry?
- Does your family cook or order meals? What about frozen foods?

Keywords: healthy, protein, sugar, fats, carbs, good mood, energy, unhealthy

3. Did You Know That...?

- Watermelons are made of 70% water?
- Can you believe there is this much sugar in... fruit mousse, yoghurt, chocolate bar, banana, 7 days croissant etc.

4. Creative Task:

Make a healthy snack using recycled materials.

5. What Could Be Useful?

Colourful paper, tissue paper, boxes, grass, leaves, bottle caps

Learning Outcome(s):

The quality of food is important not the quantity. Food consumption is bad for the environment.





GALAXY

1. Icebreaker:

You are a star! – Turn off the lights in the classroom and turn on some twinkly lights. Ask your students to lie down and close their eyes. Tell them to imagine they are in the galaxy. What can they see, what they can feel, is there anything they need?

Look at the stars, look how they shine for you! – Go outside with your students and lie on the blanket to look up at the sky. Discuss what is visible to them with the bare eye.

2. Questions for Children:

- Can we touch the Moon, the Sun, the stars?
- What is a galaxy made of?
- How many planets are there?
- What is the Milky Way?
- How many stars do you think are in the Milky Way?
- Do you think aliens are real?
- Would you like to visit the Moon?
- What do we use a telescope for?
- Have you ever used one? What is a shooting star?



Keywords: constellations, the Milky Way, planets, telescope, aliens, rocket, the Moon, gravity, black hole, the solar system

3. Did You Know That...?

- Do you that we would all float around if there was no gravity?
- Did you know there is something called a black hole? It is place where there is so much gravity that nothing can escape it!

4. Creative Task:

Ask you students to create planet costumes and later play solar system role play. This will help them visualize how the solar system works.

5. What Could Be Useful?

Useful materials: cardboard, toilet paper rolls, bubble wrap, glitter, pipe cleaners, glue, paper, tissue paper, beads, beans, macaroni

Learning Outcome(s):

Students will become aware that there is something besides Earth and how important it is to care for our planet because it plays a significant role in something bigger.





INSECTS- A BUG'S LIFE

1. Icebreaker: Welcome to the wonderful world of insects!

First, go outside with your group and examine nature that surrounds you. Ask your students what bugs they can observe. Have them choose one and ask them to try and remember the characteristic features. Later, ask them to draw a model of it.

Spider football- Students use their arms and legs as spider legs. Divide the group into two teams. They play this game using a soft ball.

2. Questions for Children:

- What insects can you see in your garden?
- How many species of insects do you think live on Earth?
- Are insects scary?
- Do you know that some cultures eat insects?
- Would you ever eat an insect?
- How many legs does a butterfly/spider/beetle have?
- What are some colors that come to mind when you think of bugs?
- Do you have a favorite insect?



Keywords: Insects, bugs, protein, beetle, spider, butterfly, dirt, habitat, species

3. Did You Know That...?

- Did you know that there is a type of beetle that rolls poop around? It's called a dung beetle.
- Insects are a good source of protein and that's why some cultures eat them and make them a part of their everyday diets!

4. Creative Task:

Create a habitat for an insect of your choice and call it a bug hotel.

5. What Could Be Useful?

Useful materials: pieces of wood, grass, dirt, toilet paper rolls, boxes, straws, sticks

Learning Outcome(s):

Biology, ecological awareness, sustainability- Although bugs can appear scary or disgusting, they are a part of our ecosystem and we need them to exist!





LIFE IN A CITY- THE CONCRETE JUNGLE:

1. Icebreaker:

Welcome to the concrete jungle. Close your eyes and imagine you are in a big city. What sights can you see? What sounds can you hear? What smells can you smell? What can you feel with your hands and feet?

Left to right-right to left: Ask the children to stand in a line and tell them 3 keywords NATURE (1 step left), CITY (1 step right) HUMAN (stay in line)

2. Questions for Children:

- What do you think of when you hear the words: nature, human, city?
- Do you have parks or forest near the place you live?
- What are the magical powers of the city?
- What elements of nature can you find in the city?
- What can we do to find more nature elements in the city?

Keywords: parks, nature, trees, playgrounds, human, public transport, pollution, health, bicycle paths, oxygen, gardens



3. Did You Know That...?

- Oslo, Norway is the greenest city in Europe! 74% of its urban areas are made of green space.
- Denmark is known to be the best country for bicycling! There are over 12,000 km of cycle routes.

4. Creative Task:

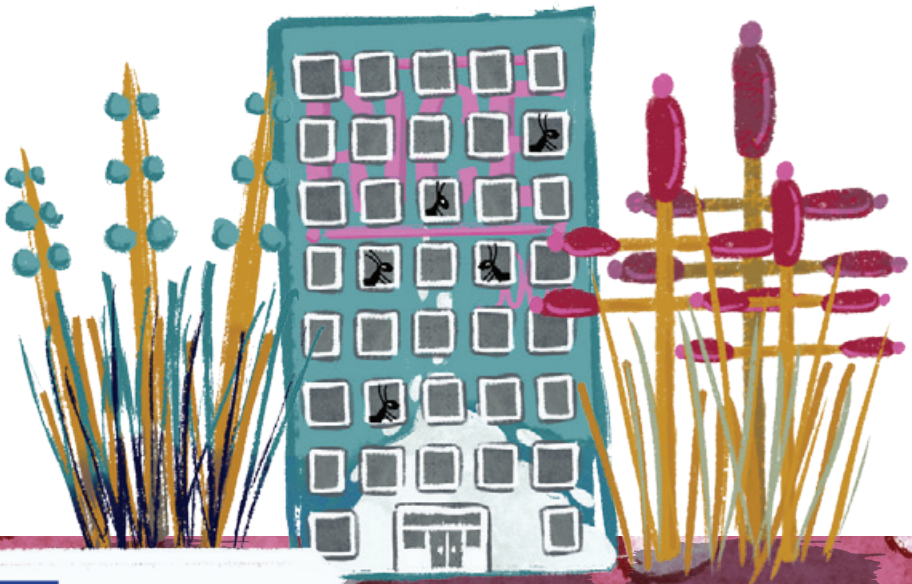
Build your version of a green city.

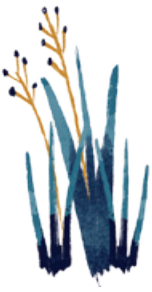
5. What Could Be Useful?

Useful materials: plastic bottles, wood, leaves, flowers, colourful paper, glue, bubble wrap

Learning Outcome(s):

Environmental Awareness - By exploring the concrete jungle children will learn the importance of nature in cities and what the dangers of cities without nature are.





SUPERHEROES

1. Icebreaker:

Close your eyes – Imagine you are a superhero. You have your superpower, now think about it. You are flying, jumping very high, have all superpower you can imagine for yourself. Open your eyes and do a Superhero pose - powerful pose exercise -do it for 2 min - how do you feel?

Save the plush animals - rescue mission

Everyone sits in a circle. Outside the circle plushtoys are lying, because a fire/flood/accident (it's up to your choice) happened. We need to save the plushies. Need to save (collect) them all, but outside the circle your hands or feet cannot touch the ground. Help each other! (if it is too easy and to make sure that everyone is involved: one person can only save one plush, but can help any other group member)



2. Questions for Children:

- What superpower you would like to have?
- What superhero you would like to be and why?
- Do all superheroes wear capes?
- What are the superpowers of people around you?

3. Did You Know That...?

Superheroes in real life:

- Roy Cleveland Sullivan – struck by lightning 7-times
- Dex Laserskater – Finnish Skateman, he is guiding tourists, tipping waiters, doormen, street musicians, and helping the police
- Kamen Rider No.1 – 2015. Fukuoka Prefecture in Japan, looking for drunk drivers

Nobel prize:

- Ferenc Krausz – Hungary, 2023, Physics
- Katalik Karikó – Hungary, 2023, Medicine
- Olga Tokarczuk – Polish, 2018, Literature
- Bengt Holmström – Finnish, 2016, Economic sciences

4. Creative Task:

- Create a superhero character – symbol, tools, mask, cape
- What's your superhero-name? What's your superpower? – present it to the others!

5. What Could Be Useful?

- Materials to use: cardboard, paper, scissors, glue, fabric or canvas, other small items

Learning Outcome(s):

True superpowers – kindness, empathy, helpfulness, etc.

Superheroes in real life – scientists, parents, doctors, nurses, firefighters, policemen, etc.

Creativity, communication, presentations skills, cooperation





SPIDERS

1. Icebreaker:

What is in the box? The "Fear Game"

There are many different things in a in big black bag*. Close your eyes and put your hand in it - try to describe what you have, try to figure out what it is?

If you think you know, pull it out and show the others.

*make sure to include somekind of spider (plastic, plush..etc.)

Spider race with balls

- students have a race on all-fours and have to carry a ball on their belly

2. Questions for Children:

- Do you think spiders are useful? Are they helping us?
- Are all spiders the same?
- What are the characteristics of spiders?
- Imagine yourself as a spider. What would you do? How is your day?



3. Did You Know That...?

- 5000 species
- all of them have 8 legs and eyes
- They feed on insects which help to regulate the population of harmful insects, e.g. mosquito
- The biggest spider in the world is the Goliath Birdspider – Venezuela, Brazil
- They can make protection vests from spider web

4. Creative Task:

- Children have to make a huge spider using scrap materials
- Try to make the longest legs for it

5. What Could Be Useful?

Paper, toilet paper, tape, glue, colorful pens, pencils

Learning Outcome(s):

Spiders are useful creatures, you need some skills to find them. Never kill a spider - you can put them outside in a no - harm way.

Children can learn about the usefulness of small things

Key words:

spiders, living in harmony,
pest control, ecosystem





RAINFORESTS

1. Icebreaker:

- Welcome to the magical rainforest! Turn on the sounds of the rainforest and ask your students to close their eyes and imagine they are in the rainforest. Later, have them describe the experience.
- Jungle Animals Charades: prepare cards with names of animals found in the rainforest and have your class act them out.

2. Questions for Children:

- What comes to mind when you think of the rainforest?
- Would you ever like to visit the rainforest?
- What animals and plants do you think you can find in the rainforest?
- What do you think the weather is like in the rainforest?
- Do you know where the rainforest is located?
- Are there any mysteries in the rainforest?

Keywords: rain, forest, animals, plants, species, weather, endangered species, deforestation, oxygen



3. Did You Know That...?

- The Amazon rainforest is considered the “Lungs of the Earth”. There are over 390 billion trees in the rainforest and thanks to this they produce around 20% of the world’s oxygen!
- The Amazon rainforest is huge! It spans over 9 countries- Bolivia, Peru, Ecuador, Guyana, French Guiana, Suriname, Colombia and Venezuela. All of these countries are found in South America.

4. Creative Task:

Have your students create their own representation of the rainforest using recycled materials. They could make trees, plants or animals found in the Amazon rainforest.

5. What Could Be Useful?

Useful materials: cardboard, paint, glue, paper, crayons, materials, leaves, pipe cleaners, toilet paper rolls

Learning Outcome(s):

Environmental awareness- This topic will introduce the importance of taking care of our ecosystem to stop deforestation.





TIME

1. Icebreaker:

Dance and Stop! - Turn on Madonna's „Hung up” and ask your students to dance as the music plays and when it stops have them freeze. You can later change the tempo of the song as the game continues.

Telling time - Present different time tracking devices to your students. These can include the clock, watches, sun clock, calendars, hourglasses. Encourage them to have an open discussion of how we measure time in different ways.

2. Questions for Children:

- What is time to you?
- Is there anything you can't wait to happen?
- How many months are in a year?
- How many days are in a year?
- What is a time zone?
- Why does time sometimes go by quickly and other times slowly?
- Since when do we measure time?
- Why is it important to be on time to school?
- How many seasons are in a year? How many days are in a year?



Keywords: time, measure, clock, hourglass, time zone, months, days, calendar, seasons

3. Did You Know That...?

- There are 38 different time zones in the world! This means that when some of you are playing, other children may be going to sleep.
- Time flies when you're having fun because you forget about checking the time.

4. Creative Task:

Ask your students to create their own time piece.

5. What Could Be Useful?

Useful materials: bubble wrap, cardboard, paper, pipe cleaners, paints, bottles, glue, toilet paper rolls

Learning Outcome(s):

Students will learn the importance of telling time and daily routines. This could teach them there is a time for everything like playing, learning, sleeping, doing chores like taking out the trash.





FUTURE MEGATRENDS CHALLENGE

(FOR MORE EXPERIENCED STUDENTS)

1. Icebreaker:

The world is full of opportunities, but also challenges! Nature is beautiful but needs conserving, well-being can vary from time to time, we are all individuals who need to learn to coexist with other people, technology changes the world, resources are unequally distributed, and so on.

With yourself or with a partner, think about as many possible future challenges or successes as you can, that you teachers or educators might encounter. Write each of them down on post-it notes. (Online, teachers could use a padlet or similar workspace for this).

Let's form groups! Share your ideas one by one with the others, and once you are done, choose one of them as your favourite topic! Don't worry, if you really want, you can choose multiple ones.

2. Questions for Children:

- What did thinking about these topics feel like to you?
- Which topics resonated with you more, and which did not interest you?
- Have you talked with someone about a particularly interesting topic of conversation lately?
- What was it, and why was it so interesting?
- Do you think that there are ultimately limits to what humans can know?



3. Did You Know That...?

According to the Finnish Innovation Fund Sitra (2023), there are five future megatrends in the world right now. These are:

- Nature's carrying capacity eroding
- Growing well-being challenges
- The battle for democracy intensifies
- Competition for digital power gears up
- Economic foundations are cracking

4. Creative Task:

Now that you have your group, and chosen favourite topic (or topics), think of a solution or idea that could creatively solve or address the topic! You can use any scrap materials provided to you, or use whatever materials you can find that are not in use anymore.

Present your futuristic or innovative solution to the others!

(For online participants, this can be done using a virtual workspace such as a collaboard, where all participants can simultaneously draw and import pictures in the same workspace.

or use collaboard (QR Code) and make an artwork together online :)

5. What could be useful?

You can use any kinds of scrap materials for this creative task. Scrap materials can be collected beforehand by the learners, provided by the teacher, or scavenged from surroundings during the task. If the task is done online, then internet connection, web cameras and computers are needed.

Useful equipment could be: Scissors, tape, markers, paper, cardboard, any old pieces of clothing that are not in use anymore, packaging materials, glue, paint.

Learning Outcomes:

Interesting facts: New information to foster curiosity

Icebreaker: Boosting divergent and creative thinking

Creative task: Experiential & playful learning

Scrap materials: Awareness and recycling for education

Social awareness, Futures thinking, Problem solving, Divergent thinking, Arts and crafts, Teamwork





SAVING THE NATURE ADVENTURE

1. Icebreaker: "Guardians of Nature"

Imagine you are guardians of nature. Move around the space freely. When the leader gives an instruction, follow it quickly:

- Planting Seeds: Gather in pairs. One person mimes planting a seed, and the other provides sunlight, rain, and care.
- Tree: Gather in groups of three. The middle one of you is a tree, while the two on the sides are rocks.
- Growth: Form groups of four. Each person represents a stage of a tree's growth—seed, sprout, sapling, tree.
- Wind Whispers: The whole group stands still and sways like leaves in the wind.

2. Questions for Children:

- What does "saving nature" mean to you?
- Have you ever participated in activities to protect the environment?
- Where do you see the impact of human activities on nature?
- What small changes can we make in our daily lives to contribute to nature conservation?



- How does nature benefit us, and how can we reciprocate?
- Can you think of any magical creatures that might help us save nature?

3. Did You Know That...?

Every small action counts! From reducing waste to planting trees, our individual efforts collectively make a significant impact on preserving the beauty of our planet.

Forests play a vital role in maintaining the balance of ecosystems. They provide oxygen, absorb carbon dioxide, and house a diverse range of plants and animals. Forests cover about 31% of the Earth's land area.

4. Creative task: "Nature's Future Sculpture"

Close your eyes and envision a future where nature thrives. Using materials like recycled items, clay, leaves, and colors, create a sculpture representing a harmonious coexistence between humans and nature.

Learning Outcomes:

- Collaboration and Team Building: Through interactive games, learn the importance of working together as guardians of nature.
- Environmental Awareness: Understand the significance of eco-friendly actions and their impact on the environment.
- Creativity and Expression: Express ideas through the eco challenge and the creation of a nature-inspired sculpture.
- Empathy and Responsibility: Develop a sense of responsibility towards nature and explore ways to contribute positively.

Let your imagination soar as we embark on the journey of saving nature together!





THE WELL-BEING OASIS

1. Icebreaker: "Mindful Moments"

While mindfulness music plays, close your eyes and breathe deeply. Envision a peaceful place. When the leader says:

- Gentle Breeze: Sway gracefully like trees in a gentle breeze.
- Sunshine Glow: Feel the warmth and stretch your body towards the imaginary sun.
- Harmony Circle: Form a circle, connecting hands, and share a silent moment of positive thoughts.

Envision that we are travelers in a vast desert, searching for an oasis of well-being. Follow instructions:

- Lifebelt: 2 people form a circle, optionally a third person joins them.
- Caravan: 3 people join hands and move together like a caravan, crossing the desert.
- The sun rises: Everyone stretches toward the sky, embracing the warmth.
- The cool breeze: Everyone sways gently, feeling the imaginary breeze.

To close, share your feelings and thoughts during these mindful moments.

"Balancing Act"

In pairs, share personal experiences of achieving balance. One person describes a situation where balance was crucial, and the partner mirrors the posture or movement associated with that experience. Swap roles and repeat.



2. Questions for Children:

- What does "general well-being" mean to you?
- How do you find balance in your daily life?
- What activities make you feel happy and energized?
- How do you handle challenges and stressful situations?
- Can you think of any magical elements that contribute to well-being?
- What small changes can we make to enhance our well-being every day?

3. Did You Know That...?

Well-being is a holistic concept encompassing physical, mental, and emotional health. Small, positive actions contribute to an overall sense of well-being.

Well-being is not just the absence of illness but a holistic state of physical, mental, and social wellness. Relaxation techniques, like deep breathing and meditation, can significantly contribute to overall well-being.

4. Creative task: "Nature's Future Sculpture"

- The well-being oasis needs a leader. Form small groups, and choose the Well-being Guide, responsible for leading the group to relaxation.
- The well-being guide guides the group to create an imaginary well-being oasis, only through non-verbal clues (movement, sounds, et cetera.)
- The group collaboratively creates a representation of their imagined well-being oasis, symbolizing the importance of relaxation and self-care. Discuss as a group how it felt to work silently and the significance of well-being.

5. What could be useful?

Craft materials for creating the well-being oasis.

Learning Outcomes:

- Mindfulness and Relaxation: Explore mindful moments to connect with inner peace and tranquility.
- Communication and Empathy: Through the balancing act, develop effective communication and empathy.
- Self-Reflection: Consider personal well-being experiences to foster self-awareness.
- Creativity and Expression: Express thoughts and feelings through the creation of a well-being mandala.

Let's embark on this journey to well-being wonderland, where every step brings us closer to a balanced and harmonious life!





SAUNA SERENITY

1. Icebreaker: "Sauna Simmer"

Imagine you're in a sauna, a space for relaxation. When the leader signals:

- Gentle Heat: Slowly raise your arms, feeling the warmth.
- Steam Release: Gently sway side to side, releasing imaginary steam.
- Cooling Down: Gradually lower your arms, symbolizing the cool-down phase.

To close, share your sensations during this virtual sauna experience.

"Sauna Storytelling"

In groups of three, share sauna-related stories or experiences. Rotate roles—speaker, listener, and timekeeper—ensuring each person gets a chance to share their story.

2. Questions for Children:

- What comes to your mind when you think about a sauna?
- Have you ever experienced a sauna? How did it make you feel?
- What benefits can a sauna bring to our well-being?
- Can you think of any magical elements associated with saunas?
- How do you practice self-care and relaxation in your daily life?
- What are your favorite things to do to unwind and find serenity?

3. Did You Know That...?

Saunas have been used for centuries for their potential health benefits, including relaxation, improved circulation, and stress relief. In Finland, the Sauna used to even be the place for giving birth!



4. Creative task: "Sauna Sensation Collage"

Create a collage that represents the sensations of a sauna experience. Use images, colors, and textures to capture the warmth and tranquility of a sauna.

5. What could be useful?

- **Magazines or Printed Images:** Look for pictures of saunas, serene spa environments, and elements associated with relaxation. Images of people enjoying sauna sessions or nature scenes can enhance the collage.
- **Colored Paper or Cardstock:** Choose warm and soothing colors like shades of brown, beige, and earthy tones to represent the sauna's ambiance.
- **Textures:** Incorporate materials with different textures like cotton balls or fabric to simulate the softness and warmth of a sauna.
- **Glue and Scissors:** Essential for cutting out images and securing them to the collage.
- **Markers or Crayons:** Optional for adding personal touches, doodles, or highlights to the collage.
- **Canvas or Thick Paper:** Use a sturdy surface as the base for the collage, providing stability and support.
- **Essential Oil Samples (Optional):** Add a sensory element by including small essential oil samples or scented markers for a touch of aroma in the collage.
- **Natural Elements (Optional):** Tiny dried flowers, leaves, or small branches can enhance the nature-inspired aspect of the sauna experience.
- **Small Towel or Fabric Strips:** Represent the sauna towels or wraps by incorporating small fabric elements into the collage.
- **Magazine Clippings with Text:** Words or phrases related to relaxation, warmth, and tranquility can be included for added context.
- **Clear Sealant (Optional):** If desired, a clear sealant can be applied to protect and enhance the collage's longevity.

Learning Outcomes:

- **Mindfulness and Relaxation:** Practice a virtual sauna experience for a moment of relaxation.
- **Communication and Connection:** Share personal stories to enhance group connections.
- **Cultural Awareness:** Learn about the cultural significance of saunas in different parts of the world.
- **Creativity and Expression:** Express sensations through the creation of a sauna sensation collage.

Let the heat guide us to a serene and peaceful sauna experience!





AIR - THE BREATH OF LIFE

1. Icebreaker: "Whispers of the Wind"

Ask the children to close their eyes and imagine they are tiny whispsers in the wind. Instruct them to move subtly, imitating the gentle breeze. Then, prompt them to intensify their movements, embodying a strong gust. Finally, ask them to settle down, imitating the calm rustle of leaves. This exercise helps them connect with the concept of air and primes them for further exploration.

A story picked from thin air

- participants collectively create an imaginative story about a journey through the air.
- Each person contributes a sentence or two, building on the previous person's contribution.
- The story could involve encounters with different types of air currents, challenges, and discoveries.
- After the story is complete, participants share their favorite parts and what they enjoyed about the collaborative storytelling experience.



2. Questions for Children: What does air represent to you?

- Who has experienced a strong wind or gentle breeze recently?
- Where do we encounter the movement of air in our everyday lives (possible answers: wind, fans)?
- When you think of fresh air, where does your mind take you?

3. Did You Know That...?

Air is a mixture of gasses, primarily nitrogen and oxygen, essential for life. The movement of air, or wind, plays a crucial role in weather patterns and the dispersion of seeds and pollen. The air around us is teeming with life, and while we can't see it, it influences everything from the weather to the rustling of leaves.

4. Creative task: "Air Elemental Sculptures"

Using various materials (e.g., paper, cotton, wire), let the children create sculptures representing different aspects of air. Encourage them to think about the invisible qualities of air and how they can express them through their artwork. Reflect on the sculptures as a group, discussing the symbolic elements each child incorporated.

5. What Could Be Useful?

Paper, cotton, wire, craft materials for sculpture, and an open space for the children to create their air elemental sculptures.

Learning Outcomes:

- Team collaboration and relationship building.
- Understanding the importance of air in nature and daily life.
- Non-verbal communication, teamwork, and problem-solving skills.
- Appreciation for the dynamic nature of air.



GLASS - THE TRANSPARENCY TALE

1. Icebreaker: "Glass Symphony"

Imagine we are all pieces of glass, each with its unique transparency. When the session leader/teacher gives an instruction, follow it promptly.

- Clear Pane: Stand still, mimicking the clarity of a clean glass pane.
- Stained Glass: Move gracefully, embodying the vibrant colors of stained glass.
- Frosted Glass: Move slowly and add a slight blur to your movements, imitating frosted glass.
- Shattered Glass: Create dynamic, fragmented movements to represent shattered glass.

To close, form groups of four, noting who you were with during each glass representation.

2. Questions for Children:

- What does glass symbolize to you?
- Where do you encounter glass in your daily life?
- Can you think of different types of glass (e.g., window glass, drinking glass, stained glass)?
- Have you ever wondered how glass is made?

3. Did You Know That...?

- Glass is a versatile material with applications in architecture, art, and daily items, showcasing both utility and beauty.



- Glass is made by melting silica sand, soda ash, and limestone at high temperatures.
- The discovery of glass dates back to ancient Mesopotamia around 3500 BCE.

4. Creative task: "Glass Creations"

Provide an assortment of materials like clear plastic, colored cellophane, glue, and markers. Encourage the children to create their own symbolic representation of glass. This could be a stained glass window, a transparent scene, or an abstract glass sculpture. Reflect on the diversity of their creations and how each piece of 'glass' tells a unique story.

5. What Could Be Useful?

Clear plastic sheets, colored cellophane, glue, markers, and any other craft materials for creating glass-inspired artwork.

Learning Outcomes:

- Spatial Awareness and Movement: Develop spatial awareness and movement coordination through icebreaker activities.
- Symbolic Representation: Encourage children to explore and express personal symbols associated with glass. Children will develop the ability to associate symbolic meanings with different types of glass, fostering creativity and personal expression.
- Observation and Daily Life Connection: Children will observe and discuss the presence and significance of glass in their daily environment, developing a practical understanding of its uses.
- Knowledge of Glass: Introduce basic knowledge about the creation and history of glass. Children will gain insights into the manufacturing process, historical background, and versatile applications of glass.
- Creative Expression and Diversity: Foster creative expression through the creation of symbolic glass art. Children will express their creativity by crafting unique representations of glass, appreciating the diversity of interpretations within the group.
- Fine Motor Skills: Enhance fine motor skills through the creative task of making glass-inspired artwork.
- Reflection and Storytelling: Children will reflect on their creative choices, providing an opportunity for verbal expression and storytelling about their symbolic glass creations.
- Appreciation of Artistic Diversity: Children will recognize and celebrate the unique interpretations of glass within their peer group, fostering an appreciation for artistic diversity.





GROUNDED IN EARTH'S EMBRACE

1. Icebreaker: "Earth Stomp"

Feel the solid ground beneath your feet as we engage in an Earth stomp. When the leader signals:

- Gentle Tremor: Slightly tap your feet to represent a gentle tremor.
- Steady Foundation: Stand firm, embodying the stability of the earth.
- Mountain Pose: Raise your arms like mountain peaks, reaching for the sky.

To close, share your sensations during this Earth stomp experience.

"Earth's Emotions"

Let's explore the emotions of the Earth. Assign each child an emotion related to a natural phenomenon:

- Joy (Sunshine): Radiate warmth and happiness.
- Calm (Blue Sky): Move slowly, embodying tranquility.
- Excitement (Wind): Flutter around like a playful breeze.
- Serious (Mountains): Stand tall and sturdy like mountains.

Children take turns expressing their assigned emotion, and others guess which Earth element they represent.

2. Questions for Children:

- What images come to your mind when you think about the word "earth"?
- How does it feel to stand or walk barefoot on the ground?



- What are some sounds associated with nature or the earth?
- Can you think of any magical stories or elements related to the earth?
- Why is it important to take care of the earth?
- What are your favorite outdoor activities that connect you with the earth?

3. Did You Know That...?

The earth is our home, composed of land, water, and air. It provides the foundation for life and sustains a rich diversity of ecosystems, from dense rainforests to icy tundras, each supporting unique forms of life.

4. Creative task: "Earth Collage"

Provide materials like colored paper, magazines, glue, and markers. Ask the children to create a collage representing the Earth's diverse elements. They can include symbols of different seasons, landscapes, and even hidden treasures beneath the Earth's surface.

Learning Outcomes:

- Connection and Stability: Experience the grounded feeling of earth through the Earth stomp.
- Communication and Connection: Share personal stories to enhance understanding and connection.
- Environmental Awareness: Learn about the importance of caring for the earth and nature.
- Creativity and Expression: Express appreciation for the earth through the creation of an earth collage.

Let's celebrate the solid ground beneath us, the source of life and inspiration—the nurturing embrace of our beloved Earth!





TIME TRAVELERS - UNVEILING THE PAST AND IMAGINING THE FUTURE

1. Icebreaker: "Chrono Charades"

Let's kick off our time-traveling adventure with a game of Chrono Charades. Each child portrays a historical figure or an object from the past or future without speaking, and others try to guess who or what they represent. This encourages creativity and introduces them to different periods in time.

2. Questions for Children:

- Who are some famous historical figures?
- What inventions from the past do we still use today?
- Can you name a significant event from history that changed the world?
- How do you think people in the future might live?
- If you could time travel, where and when would you go?

3. Did You Know That...?

- Time Travel Dreams: Did you know that people have been dreaming about time travel for a very long time? Even ancient stories and legends talk about magical ways to travel to the past or the future!



- Time Travel in Your Sleep: Did you know that when you dream at night, it's a bit like time travel for your brain? You can visit all sorts of places and have adventures while you're safely tucked into bed!

4. Creative task: "Time Capsule Creation"

Now that we've explored the past and glimpsed the future, it's time to create a time capsule. Each child contributes an item or a letter that represents their present. They can use recycled materials to decorate and personalize their capsules.

5. What Could Be Useful? (Materials Needed):

- Recycled containers or boxes: For the time capsules.
- Old magazines, newspapers: To cut out pictures or headlines representing the current time.
- Markers, crayons, or paint: For decorating and personalizing.
- Scrap fabric or paper: For wrapping and securing the time capsules.

Learning Outcomes:

- Historical Awareness: Children learn about significant historical events and figures.
- Imagination: They engage in creative thinking by imagining the future.
- Environmental Consciousness: By using recycled materials, they understand the importance of sustainability.
- Expression: The creative task allows them to express their unique ideas and perspectives.
- Communication: Charades and discussions encourage verbal and non-verbal communication.

Embark on a whimsical journey through time, where the past, present, and future converge in the enchanting realm of time travelers' quests!





ICE CREAM WONDERLAND

A DELICIOUSLY CREATIVE ADVENTURE

1. Icebreaker: "Scoop Relay"

Let's dive into the sweetness of our snap with a Scoop Relay! Divide the kids into teams, and using recycled materials like paper or fabric, they race to create the tallest ice cream cone. This lively activity warms up their creative muscles.

2. Questions for Children:

- How is ice cream made?
- Name as many different ice cream flavours as you can.
- What is the history of ice cream?
- What images come to your mind when you think about the word "ice cream"?
- How does your favorite ice cream flavor make you feel?
- Can you recall any memorable experiences involving ice cream?
- If ice cream could have magical properties, what would they be?
- What role does ice cream play in celebrations or special occasions?



3. Did You Know That...?

Ice cream is a frozen dessert enjoyed worldwide. Its origins can be traced back to ancient civilizations, and it has evolved into a myriad of flavors and forms.

4. Creative task: "Sundae Sculptures"

Now, let's turn our attention to the creative centerpiece – Sundae Sculptures! Using recycled materials like cardboard, paper, and plastic, the kids craft their own ice cream sundaes, complete with toppings and imaginative flavors. This activity allows them to express their artistic flair.

5. What Could Be Useful? (Materials Needed):

- Cardboard or paper: For the base of the sundae.
- Recycled fabric or cotton balls: To create the ice cream scoops.
- Old magazines or colored paper: For toppings like fruits, sprinkles, or nuts.
- Empty plastic containers or lids: As bowls or cones for their creations.
- Glue, scissors, markers: Basic crafting tools to bring their sundaes to life.

Learning Outcomes:

- Creativity: Children unleash their creativity by designing unique ice cream sundaes.
- Culinary Awareness: They learn about the origin and diversity of ice cream.
- Fine Motor Skills: Crafting and assembling the sundaes enhance fine motor skills.
- Teamwork: The relay fosters teamwork and friendly competition.
- Resourcefulness: The use of recycled materials promotes resourceful thinking.

Indulge in the sweet symphony of ice cream, where every scoop tells a tale of joy, flavor, and delightful moments frozen in time!





TRAFFIC TRAILS - A RECYCLED ADVENTURE ON THE ROADS

1. Icebreaker: "Paper Car Rally"

Start our traffic-themed snap with a Paper Car Rally. Kids get into the creative driver's seat by making their own paper cars from recycled materials. Then, they can race them or organize a mini parade, introducing each car.

2. Questions for Children:

- What are the different types of vehicles you see on the road?
- How do traffic lights work?
- What are some road signs, and what do they mean?
- Can you name different modes of transportation?
- Why is it essential to follow traffic rules?

3. Did You Know That...?

In many cities, traffic lights were initially operated manually. Policemen would stand on platforms and control the lights, switching them based on the flow of traffic. Automated signals became widespread later on.



4. Creative Task: "Cityscape Collage"

Time to build a bustling city! Using recycled materials like cardboard, paper scraps, and bottle caps, the kids create a vibrant cityscape. They design roads, traffic signals, and buildings, reinforcing their understanding of a city's layout.

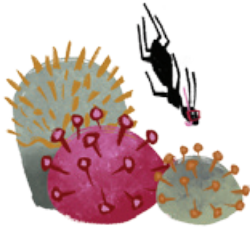
5. What Could Be Useful? (Materials Needed):

- Cardboard boxes: For the base of the city.
- Paper scraps: To create colorful buildings and road signs.
- Bottle caps: Ideal for crafting miniature cars or traffic lights.
- Old magazines or newspapers: Cutouts for additional city details.
- Glue, scissors, markers: Basic tools for construction and decoration.

Learning Outcomes:

- Traffic Education: Understanding various aspects of traffic, rules, and road signs.
- Fine Motor Skills: Crafting paper cars and city elements hones fine motor skills.
- Spatial Awareness: Designing a cityscape enhances spatial understanding.
- Teamwork: Collaborating on the city project promotes teamwork.
- Environmental Awareness: Emphasis on recycling materials fosters eco-friendly habits.





LOBSTER EXPEDITION DIVE INTO THE SNAP!

1. Icebreaker: "Pinch & Scuttle"

Embrace the lobster theme by playing "Pinch & Scuttle." Kids act like lobsters, using their hands as claws. They can crouch, 'pinch' and 'scuttle' around, imitating the playful movement of lobsters. This not only introduces them to the theme but also gets them moving.

2. Questions for Children:

- How do lobsters communicate with each other?
- Why are lobsters often red when cooked?
- What do lobsters eat?
- How do lobsters defend themselves?
- Can lobsters live in both saltwater and freshwater?

3. Did You Know That...?

Lobsters have a remarkable ability to regenerate lost limbs. If a lobster loses a claw, it can grow a new one when molting. This incredible feature helps them adapt to changes in their environment.



4. Creative Task: "Lobster Shell Sculpture"

Time to get creative! Using recycled materials like egg cartons, cardboard, and colored paper, children craft their lobster shells. They can paint them vibrant colors and add googly eyes for a fun touch.

5. What Could Be Useful? (Materials Needed):

- Empty egg cartons: For the lobster's body.
- Cardboard: As a base for the craft.
- Colored paper, markers, and paint: For decorating the lobster shell.
- Googly eyes or buttons: To add character to the lobsters.
- Glue, scissors, and any other decorative materials: Basic tools for construction and decoration.

Learning Outcomes:

- Biology Exploration: Understanding the basic biology and characteristics of lobsters.
- Creativity: Expressing creativity through crafting lobster shells.
- Fine Motor Skills: Handling small craft materials refines fine motor skills.
- Environmental Awareness: Encouraging the use of recycled materials promotes eco-friendly habits.
- Curiosity: Encouraging kids to ask questions and explore the fascinating world of lobsters.





SPICE QUEST

A JOURNEY INTO AROMATIC WORLD

1. Icebreaker: "Spice Scramble"

Engage the children with the "Spice Scramble" game. Children stand in a circle, with one in the middle in the beginning. The one in the middle calls out a spice, and everyone who recognises the spice must switch spots with someone else. One is always left without a spot, and they will call out the next spice.

2. Questions for Children:

- What is your favorite spice, and why?
- Can you name three sweet spices and three savory spices?
- How are spices used in different cultures around the world?
- Why were spices historically considered valuable?
- Can you think of any health benefits associated with certain spices?

3. Did You Know That...?

Spices were once so valuable that they were used as currency, and some explorers set sail to find new spice routes. This historical tidbit adds a dash of adventure to the world of spices.



Spices are the aromatic treasures of the culinary world, adding depth and richness to dishes. They have been valued throughout history for their flavors and medicinal properties.

4. Creative Task: "Spice Scented Sachets"

Let's get crafty with scents! Children create spice-scented sachets using recycled fabric scraps. They fill these sachets with a mix of spices like cinnamon, cloves, or lavender. This task not only taps into their creativity but also introduces them to the delightful world of aromas.

5. What Could Be Useful? (Materials Needed):

- Recycled fabric scraps or old handkerchiefs: For creating the sachets.
- spices: Cinnamon sticks, cloves, lavender, or any aromatic spices.
- String or rubber bands: To tie the sachets securely.
- Markers or fabric paint: For decorating the sachets.

Learning Outcomes:

- Cultural Awareness: Understanding the diverse use of spices in different cultures.
- Sensory Exploration: Exploring various scents and textures of spices.
- Creativity: Expressing creativity through crafting scented sachets.
- Historical Perspective: Learning about the historical significance of spices.
- Fine Motor Skills: Engaging in the hands-on task of creating spice sachets refines fine motor skills.

Savor the spice symphony, where each flavor tells a tale, and the aroma of culinary wonders fills the air in a captivating sensory spice shuffle!





INVESTIGATIVE EXPLORERS: UNLEASH YOUR INNER DETECTIVE

1. Icebreaker: "Mystery Charades"

Invite the children to play "Mystery Charades." In this game, each child mimics an action related to detective work, such as magnifying glass inspection, searching for clues, or stealthy walking. Others guess the detective action. This icebreaker sets the mood for investigative fun.

2. Questions for Children:

What images come to your mind when you think about the word "investigators" or "detectives"?

How do investigators use clues to solve mysteries?

Can you name three tools detectives use to solve mysteries?

Can you recall a favorite detective story or character?

If you were an investigator, what kind of mystery would you want to solve?

What skills do you think are crucial for being a successful investigator?

How do investigators contribute to making the world a safer place?



3. Did You Know That...?

Investigators, or detectives, are skilled individuals who use logic, observation, and critical thinking to solve mysteries. They play a vital role in law enforcement and justice.

Detectives often use fingerprints to solve crimes. Each person's fingerprints are unique, making them an excellent tool for identification.

4. Creative Task Option 1: "DIY Detective Kits"

Children create their own detective kits using recycled materials. This can include making a detective badge, crafting a paper magnifying glass, and repurposing old notebooks for their detective journals. This hands-on task encourages imaginative play and resourcefulness.

4. Creative Task Option 2: "Mystery Map Masterpiece"

Create a map illustrating the key elements of a mystery, including clues, suspects, and the resolution. Use symbols and colors to represent different aspects.

5. What Could Be Useful? (Materials Needed):

- Cardboard: For creating detective badges.
- Plastic magnifying glasses: Recycle or repurpose if available.
- Old notebooks or paper: For detective journals.
- Markers, stickers, and other decorations: To personalize their detective kits.
- Old paper for maps.

Learning Outcomes:

- Creativity: Expressing creativity through the creation of detective kits.
- Teamwork: Understanding how investigators collaborate to solve mysteries.
- Resourcefulness: Finding new purposes for recycled materials.
- Attention to Detail: Emphasizing the importance of paying attention to details.
- Imaginative Play: Encouraging children to immerse themselves in the world of detective stories.

Unravel the threads of mystery, where every clue leads to an exciting discovery, and the detective dash unveils the secrets of investigative intrigues!





UNLEASHING THE MINDS: ARTIFICIAL INTELLIGENCE ADVENTURE

1. Icebreaker: "Robo-Charades"

Engage the children in a game of "Robo-Charades." Each child takes turns mimicking a robot's movements or actions, and the others guess what the robot is doing. This fun icebreaker sets the tone for an exploration of artificial intelligence.

2. Questions for Children:

- What comes to your mind when you hear the term "Artificial Intelligence"?
- Can you name a task that robots or AI can do better than humans?
- How do you think AI learns and makes decisions?
- Do you think robots can have feelings? Why or why not?
- What are the benefits and challenges of using AI in our daily lives?
- Can you think of any AI-powered devices or technologies you use?
- If you could create a friendly AI robot, what tasks would it help you with?

3. Did You Know That...?

Artificial Intelligence refers to machines or computer systems that can perform tasks that typically require human intelligence. AI can be found in various aspects of our lives, from voice assistants in our phones to advanced robotics used in industries.



4. Creative Task: "Robot Design Challenge"

Children embark on a creative journey to design their own robots using recycled materials. They can craft robot bodies, create facial expressions, and design features that represent tasks their robots can perform. This task fosters imagination and resourcefulness.

Creative Task: "AI Vision Board" (as an extra task during the robot design challenge)

Create a vision board illustrating your ideas about the future of artificial intelligence. Use images and words to represent the possibilities and concerns.

5. What Could Be Useful? (Materials Needed):

- Cardboard boxes, paper rolls, and plastic containers: For crafting robot bodies.
- Bottle caps, buttons, and small items: For decorating and creating features.
- Markers, paint, and stickers: To add color and personality to their robots.
- Glue and scissors: For assembling the robot parts.

Learning Outcomes:

- Creativity: Expressing creativity through the design of unique robots.
- Critical Thinking: Reflecting on the role and impact of AI in society.
- Resourcefulness: Finding new purposes for recycled materials.
- Imagination: Encouraging children to envision robots with specific functions.
- Understanding Technology: Introducing basic concepts of artificial intelligence in a playful manner.
- Communication and Connection: Share thoughts on AI to enhance understanding and connection.
- Futuristic Imagination: Discuss the potential applications and impacts of AI on the future.
- Creative Expression: Craft an AI vision board to visually represent ideas and perspectives.

Navigate the circuits of artificial intelligence, where binary boogie meets algorithmic shuffle, and the robot rendezvous unveils the wonders of AI exploration!





CITYSCAPE MARVELS: NIGHTTIME ADVENTURE SNAP

1. Icebreaker: "City Nightlife Snapshot"

Let's bring the magic of the city at night to life! In this icebreaker, children create a group still image by one at a time going to a predefined spot, choosing a position, and saying what they represent in the picture. Each new person adds something to the scenery. At the end, a real photo can be taken of the live art pose. Children can mimic different elements of a city at night such as streetlights, cars, or people walking.

2. Questions for Children:

- What changes in the city when the sun goes down?
- Can you name different things you see in the city at night?
- How do the lights in the city contribute to its atmosphere?
- Why do you think cities are often busier at night?
- What are some sounds you associate with the city at night?
- If you could create a fantastical city at night, what features would it have?
- How do nighttime cityscapes make you feel?
- What activities do you imagine people are doing in the city at night?



3. Did You Know That...?

Nighttime cityscapes are mesmerizing with illuminated buildings, bustling streets, and unique sounds. Cities come alive with a different energy when the sun goes down.

Cities at night are a fascinating tapestry of lights, each telling a unique story. Streetlights illuminate our paths, and buildings glow with life. Many cities around the world are famous for their spectacular nighttime views, showcasing the beauty of human creativity.

4. Creative Task: "City Night Diorama"

Children embark on a creative journey to craft their version of a city at night using recycled materials. They can build buildings, streetlights, and even tiny inhabitants. This task encourages them to think about the dynamics of a city after dark.

5. What Could Be Useful? (Materials Needed):

- Cardboard boxes: For creating the base of the city.
- Toilet paper rolls: For constructing buildings and towers.
- Colored paper, markers, and stickers: To add details and decorate.
- Small LED lights or battery-operated tea lights: To simulate city lights.

Learning Outcomes:

- Creativity: Expressing creativity through the creation of a cityscape.
- Observation: Noticing and replicating features of a city at night.
- Collaboration: Working together on a group project.
- Environmental Awareness: Using recycled materials to craft a city.
- Understanding Urban Life: Exploring the dynamics of a city, day and night.
- Immersive Exploration: Dive into urban soundscapes to connect with the sensory aspects of the city at night.
- Artistic Expression: Craft a city nights diorama to visually represent imaginative ideas.

Explore the enchanting city by night, where skyscraper stretch meets streetlight sway, and the traffic jam freeze captures the magic of nocturnal urban wonders! Feel free to use soundscape music as an atmosphere-creating tool.

