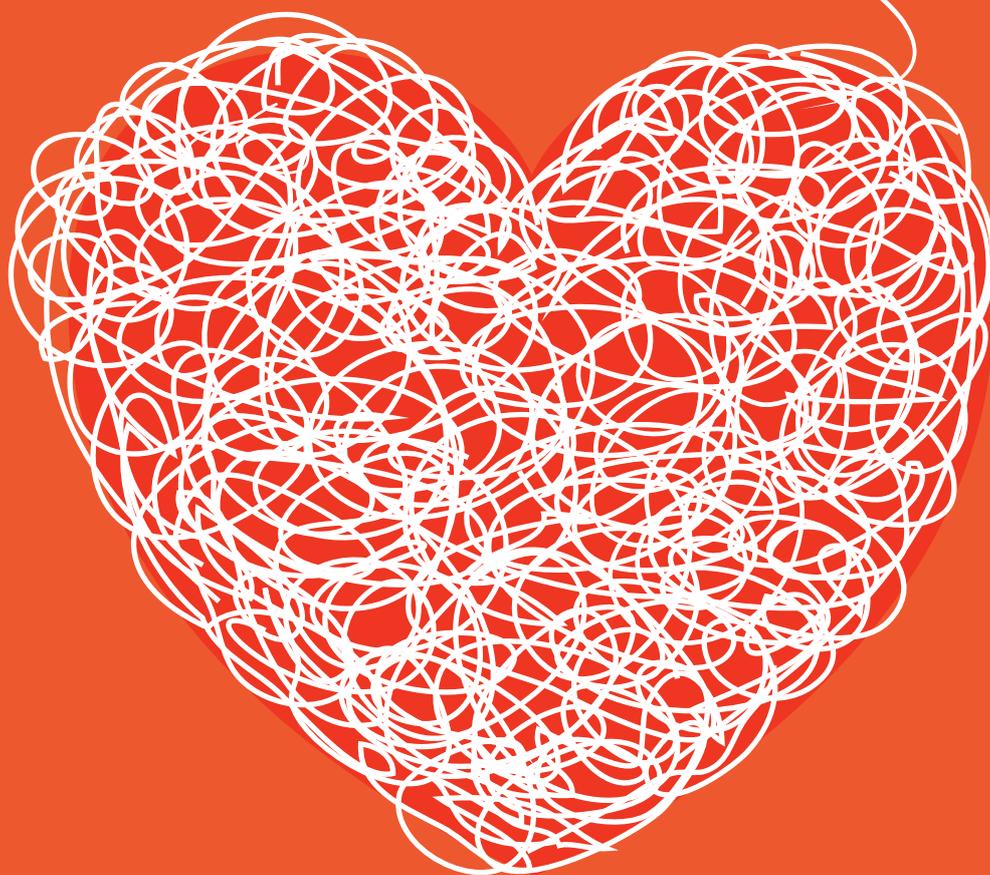


Now It's Time For... **Conflict Management for a Positive Coexistence**

CIRCLES OF DIALOGUE



FOR PEACE

Teacher's Guide

**With proposals for resolving conflicts and improving
coexistence in educational communities**

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1. INTRODUCTION TO THE TOPIC

Culture of peace and coexistence: toward a global world that manages conflicts through active listening.

Ayuda en Acción believes it is important to promote intercultural coexistence across all societies as a way to respect and appreciate diversity and the richness it represents for children who share the same classroom. We want to promote positive coexistence in educational communities by working on peaceful conflict management through active listening, empathy and respect for diversity.

We live in a world where confrontation between people is normalized as an everyday attitude, a world that fails to draw our attention to examples of positive conflict management. In this sense, if we are able to promote dialogue as a way to build the world we want, not as a way to impose our ideas on one other, we will come closer to creating a culture of peace and coexistence through understanding conflicts as a way to build a better world.

Methodology

Now It's Time For... Circles of Dialogue for Peace is an educational proposal based on different positive conflict management activities within the educational community in order to help build a culture of peace and a fairer society.

Now It's Time For... Circles of Dialogue for Peace is an educational proposal based on different positive conflict management activities within the educational community in order to help build a culture of peace and a fairer society.

There are several participatory workshops that can be developed using easily accessible materials such as stories, documentaries, news stories, music, short films and school materials.

You will find a range of exercises adapted to each age group and which can be developed both at school and at home. The activities are dynamic, simple and extremely easy to carry out.

To that end, access to a computer and an internet connection is recommended. If unavailable, families are invited to discover the public spaces that offer internet access in their area, either at the school itself or at libraries, community centers, etc.

Objectives

- To promote positive conflict management.
- To promote the growth and learning of values in children and adolescents through the management of their own emotions.
- To promote participation and cooperation of schools with the involvement of teachers, students and families.

Dates

We recommend implementing these proposals around January 30, the School Day of Non-violence and Peace, although it can be used on other dates like May 21, the World Day of Cultural Diversity for Dialogue and Development, or any other date that works for the school.



**Write us at educacion@ayudaenaccion.org.
We'll post your proposal on our blog
and share it with the other schools
that participate in Now It's Time For...**



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Now It's Time For... **Conflict Management for a Positive Coexistence**

CIRCLES OF DIALOGUE FOR PEACE



**Teacher's Guide
(Early Childhood Education)**

**With proposals for resolving conflicts
and improving coexistence in educational communities**

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2. IN-CLASS ACTIVITIES

Early Childhood Education (0 to 3 years old)

Description

Simple activities to promote games in large groups and express emotions and feelings.

Objectives

To establish positive relationships with the group; learn to communicate through language and body language.

Activities

★ Activity: Hello!

Materials: music player, kraft paper, coloring supplies (pencils, pens, crayons, etc.).



Time: 40 minutes.

Children are allowed to move freely within the class and dance while listening to music in the background. When the music stops, each child shakes hands with a classmate and says his/her name aloud. The exercise is repeated until everyone has greeted everyone in the class.



Once finished, you can ask the class:

- Did you like the game?
- Did you say hello to everyone?
- How did it make you feel?

To finalize the activity, ask the children to draw their hands and write their names on a mural with the world map as a background, for example. Remember that you should draw the outline of the map before the start of the activity. When finished, you can hang it up in the classroom.

Activity: Giving hugs

Materials: no materials are required, but a music player may be used if you want to develop the activity with music in the background.



Time: 20 minutes.

Ask the children to move freely around the classroom (walking slowly) and when they find a partner, ask “Will you give me a hug?” There are children who will not want to be hugged and others that want to receive every hug offered. Some will avoid the game, others will hug too hard...as a teacher, your job is to manage the exercise so that all children are free to express their emotions as they prefer.

Once finished, you can ask the class the following questions:

- Did you like receiving hugs?
- What hug did you like the most?
- Do you give and receive hugs to other people?



Descripción

Activities that give children the opportunity to work with unusual materials and to experiment freely within clear activity limits and rules. This formula enables little ones to work more independently, regulate their emotions and learn to live with others, promoting respect and positive conflict management.

Objectives

To encourage creativity in everyday activities, teamwork, active decision making and group responsibility, as well as to promote respect towards classmates, the classroom and materials.

Activities

★ Activity: Music for emotions

Materials: music player, musical instruments (maracas, drums, tambourines, etc.) or materials that can produce musical sounds, such as boxes, cups, cartons, etc.



Time: 40 minutes.

Emotions and teamwork are the main components of this exercise.

Start by turning on the music that you usually use in class, mixing different musical styles, and follow these instructions:

- 1) Ask the students to form a circle and move their bodies to the beat of the music. Tell them to let themselves be carried away, to let go of any embarrassment, fear, a sense of looking ridiculous, and to move freely to the music.
- 2) Ask the question: who wants to dance in the middle? And when you have a volunteer, invite the rest of the group to copy his/her movements.
- 3) Suggest that they dance in pairs, in threes, in groups of four, etc.



- 4) Invite them to play some of the instruments you have at school (maracas, drums, tambourines, etc.) and monitor the time to make sure everyone respects each other's turn and that the entire class has the opportunity to play.

You can use this exercise to work on the language of emotions, on respecting time and turns, on increasing self-confidence and trusting the rest of the group.

Activity: Chocotherapy



Materials: kraft paper, brushes, sponges, liquid chocolate, cups, music player.

Time: 50 minutes.

Invite the students to form a circle and explain that the idea is to create a large mural with chocolate. The secret of this activity is that all decisions will have to be agreed upon by the whole group before starting the mural.

Below are the steps that you can follow:

- Choose music to play in the background.
- Select a theme song for drawing the mural.
- Assign tasks to each child: one paints, one organizes the development of the drawing, one prepares the chocolate, one prepares the material, one cleans up, etc.

When the mural is finished, ask the group to sit in a circle again and ask the following questions:

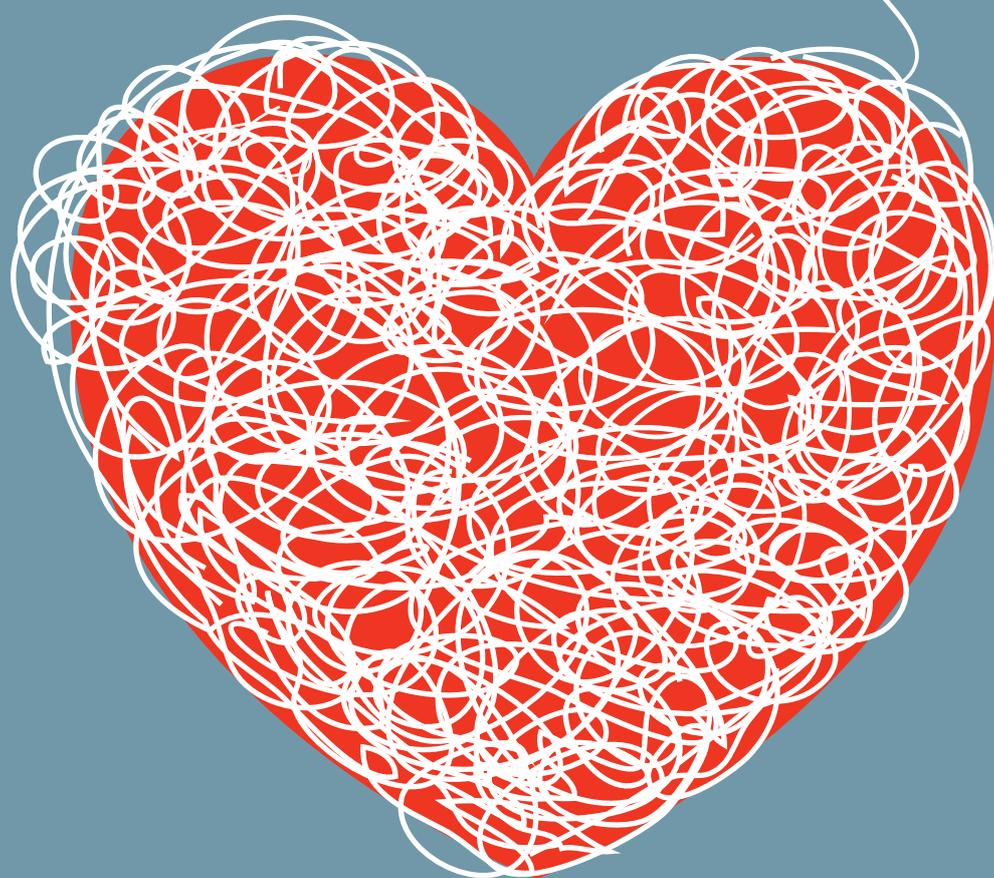
- Did you like working as a team?
- Did you share the materials?
- Was there any conflict? How did you resolve it?

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Now It's Time For... **Conflict Management for a Positive Coexistence**

CIRCLES OF DIALOGUE



FOR PEACE

**Teacher's Guide
(Primary Education)**

**With proposals for resolving conflicts
and improving coexistence in educational communities**

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2.

IN-CLASS ACTIVITIES

Primary Education (6 to 9 years old)

Description

Activities to encourage young children to develop a greater understanding of the nature of their feelings and how to express themselves without prejudice. It is good for children to take an introspective look at themselves as a way to learn how to better listen to, know and express themselves, as well as encourage empathy and recognition of others.

Objectives

Promote emotional learning as a way to build a sense of safety along with self-confidence, self-esteem and recognition.

Activities

★ Activity: Untangling emotions

Material: string and yellow, blue, green, red and black balloons.



Time: 50 minutes.

First part:

The first part of the activity focuses on using facial expressions to express emotions related to happiness, sadness, anger, fear and calm.



Ask the children to form a circle and remain standing. Give one child the string and ask that he/she use facial expressions to express one of the emotions (happiness, for example). When the emotion has been expressed, the string is passed to another classmate and the exercise is repeated until every child expresses every emotion. They can first express happiness, then sadness, followed by anger, fear and calm (without ever letting go of the string). By the end of the exercise, the class will have created a huge tangled web of emotions.

When finished, you can ask the following questions:

- What do you think “tangled up with emotions” means?
- How can you express love or appreciation?
- Do you know more emotions? How would you express shame?

Second part:

To conclude the exercise, place the balloons (in the colors mentioned in the materials section) on the ground and ask the children to each pick one.

Each balloon is an emotion: yellow (happiness), blue (sadness), red (anger), black (fear), green (calm).

Ask the children to toss their balloons in the air on the count of three and catch a new one. Each child gives an example out loud about what events or memories of people the emotions trigger. For example: *I'm happy when I watch a movie that I like with my brothers/sisters.*

Activity: Portrait



Materials: A4 sheets of paper, colored pencils and markers, erasers.

Time: 60 minutes (divided into two 30-minute sessions).

First session (30 minutes):

Give each child a sheet of paper and ask them to draw themselves and then, on the back of the paper, write three good things about themselves, three things that they know how to do and how they feel, using a word referring to the most basic emotions. If necessary, you can help them write what they want and can adapt the exercise to the age group.

Primary Education (6 to 9 years old)



Once the students finish their drawings, collect and save them for the following day.



Second session (30 minutes):

With the students sitting in a circle, hold up the drawings one by one, reading the characteristics of the student so that the rest of the class can guess who it is. Before finishing the activity, you can ask the group to name their classmates' skills and positive characteristics (not shown in the description of the portrait) to promote recognition of others.

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Description

Activities to contribute to developing a fair, peaceful and cohesive social environment in the classroom and at school.

Objectives

To promote active listening, respect for functional diversity and mediation as a process for conflict management.

Activities

★ Activity: Who's listening to me?



Material: no materials required.

Time: 50 minutes.

- 1) Ask for three student volunteers, take them out into the hallway and tell them that they should think, separately and to themselves, about an important event in their lives that they will then explain to the class. They should not come back into the class together, but rather one by one.
- 2) Leave the three volunteers in the hallway to think about their stories and return to the classroom and explain to the rest of the class what you asked of the volunteers. Ask the class to gradually stop paying attention to the classmate who is telling his/her story and to interrupt their stories. For example, they can talk to each other, yawn, sleep, look the other way, etc., getting excessively worse as the story goes on.
- 3) Ask the volunteers to come back to the classroom one by one.

Please note that you, as a teacher, should also participate in the activity. When you see that the children are starting to not pay attention, occasionally try to direct the class's attention but maintain a fairly easygoing attitude and don't insist too strongly.



The volunteers will most likely feel that they're having a hard time explaining themselves and that the group is not paying enough attention. When you think the time is right, stop the exercise and immediately ask the volunteer to explain how they felt when telling their story. You can ask the following questions:

- **How do you feel right now?**
- **What happened in the class while you were speaking?**
- **What bothered you?**
- **What did you think of my attitude as a teacher?**

- 4) Repeat the exercise with the remaining two volunteers.
- 5) Give the three volunteers the opportunity to explain their stories again, this time with the class paying full attention.

Finally, you can ask the students to think about the importance of knowing how to positively manage the situations that occur in the classroom in a way that promotes peaceful co-existence and a culture of peace. Invite the volunteers to express how they felt when their classmates were not paying attention, compared to how they felt when they were listening, and ask the rest of the class to reflect on how they felt during the activity.

Main roles:

- 1) Volunteers: think of a story that is important to them in private and then explain it to the group in the class.
- 2) Rest of the class: boycott volunteers so that they are unable to tell their story.
- 3) Teacher: explain the roles to the volunteers and the rest of the class and direct the activity from beginning to the end while also engaging in the exercise.

★ **Activity: El cazo de Lorenzo (Lorenzo's Saucepan)**

Materials:

- Story by Isabelle Carrier:

<http://www.andalicante.org/enlaces/cuentos-discapacidad/el-cazo-de-lorenzo.pdf>

- Vídeo: <https://www.youtube.com/watch?v=upDli7rcGol> (duration: 4 minutes 4 seconds”).

- Projector with internet access.

Primary Education (9 to 12 years old)



Time: 50 minutes.

Read *El caso de Lorenzo (Lorenzo's Saucepan)* out loud without giving any information about the content or plot. When you are finished, you can ask different questions and work with the students on their feelings about the story:

- **Do you know any children who carry a saucepan?**
- **What difficulties does Lorenzo meet?**
- **How do you think Lorenzo feels?**

You can explain the story again once the students have shared their thoughts, this time showing the video and asking the group to write all those qualities they see in Lorenzo and obstacles that he has to overcome on a piece of paper. Afterwards, you can once again open the discussion so that the students become aware of functional diversity and the richness of the things we have in common.

 #circlesofdialogue



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Now It's Time For... Conflict Management for a Positive Coexistence

CIRCLES OF DIÁLOGUE



FOR PEACE

**Teacher's Guide
(Secondary Education)**

**With proposals for resolving conflicts
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2.

IN-CLASS ACTIVITIES

Secondary Education (12 to 14 years old)

Description

Activities to explain that conflicts are a natural part of life and a learning opportunity. Developing thoughtful, critical and creative thinking skills helps transform social contexts and generates peaceful existence in the world around you.

Objectives

To encourage camaraderie, overcoming fear, the ability to communicate and express feelings and improve group communication.

Activities

Activity: Images that speak

Materials: Internet images about (positive and negative) conflict management, projector (in case the images are projected instead of printed).



Time: 50 minutes.

You can choose to print or project different images related to good and poor conflict management. Put students into small groups so that they can share their views and make a joint reflection on the images. First, show the groups those images that represent poor conflict management and ask the students to reflect on what they see and to think about similar conflicts they have experienced with classmates, teachers, their family...at school, in their neighborhood, in the city, etc. Ask the students to take the following phases into account as they comment on the conflicts they have experienced:

- See what happened.
- Which parties were involved.
- What feelings are generated.
- How the conflict was solved.

This discussion will help everyone to think of, solve and propose actions to improve coexistence. Show the students positive images as well, images that reinforce their skills and dialogue to learn how to manage conflict.

Where can you find the images? Use the following keywords to help you search for appropriate images online: “manage conflict effectively”, “external conflict pictures” and “conflict clipart”.

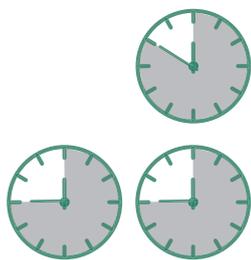
Activity 2: Thinking of others

For this activity, we propose two options that you can choose from, depending on the time available, and you can develop the activity in one or two sessions.

Materials:

- "Pensando en los demás. Pedagogía para la vida (Thinking of Others. Education for Life)": <https://www.youtube.com/watch?v=Ui53N9LhpWo> (duration: 49 minutes 37 seconds")
- Material for one session: colored chalk.
- Material for two sessions: a sheet of paper per student, pens.

Secondary Education (12 to 14 years old)



Time:

- 50 minutes (1 session).
- 90 minutes (2 sessions).

Description of the documentary:

The “*Pensando en los demás (Thinking of Others)*” documentary is about the stories and coexistence between a teacher and his fourth grade students at a village school in Japan over the course of a year. It is a documentary that highlights concepts such as love, bonds, active listening, cooperation and learning, as well as the observation of conflicts and the teacher’s verbal and physical effectiveness in facing the different challenges that arise over the course of the school year.

The activity can be done in two sessions, watching the video on day one and doing the corresponding activity on another day, or a single session: watch up to minute 13 of the video and follow with the activity.

The activities proposed in the sessions are the same that Professor Kanamori proposes in the documentary:



OPTION A: 50 minute session.

First, watch up to minute 13 of the documentary; the first 13 minutes of the video introduce Professor Kanamori, his educational project and a few examples of how to manage emotional education through his students’ personal stories.

Then, ask the students to participate in the following activities:

- Reflection on the documentary: What do you think about the teacher using the card technique so that students can write down how they feel? Do you identify with any of the stories? What is the most important thing about school for Professor Kanamori?
- Draw silhouettes: Once the students have shared how they feel, ask them to draw an outline of his/her body on the ground with the help of a classmate and then write things about his/her life and personality inside.
- Final assessment: The students comment in a group about how the session and drawing their silhouettes made them feel.



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Secondary Education (12 to 14 years old)



OPTION B: two sessions.

First session (50 minutes):



Watching the full documentary (50 minutes).

After watching the video, ask the students to comment out loud about how the documentary made them feel (what they thought about Professor Kanamori's method, what impacted them, what they didn't understand, what they would like to point out, etc.) Next, tell the group that they must complete an activity on a sheet of paper for the next session (they can finish the activity at home):

- Conflict expression: each student writes about a conflict that he/she has experienced at school or at home. If they prefer, they can use other techniques like drawing, comics, graffiti, etc. The idea is to express the different stages of conflict: origin, process and resolution or possible resolution.



Second session (40 minutes):

The students hand in their work. Through the help of volunteers, the descriptions are read or shown as a way to generate discussion on the stories mentioned and to provide solutions and ideas as a class in order to improve conflict management. Alternatively, you can continue doing this activity over a period of time and occasionally repeat the exercise and reflect on the conflicts and possible solutions.

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Description

Activities designed to work on the importance of recognizing and being recognized for all our good qualities, so that we can establish healthy relationships and encourage personal and collective development and growth through active participation in decision making. In a world where young people are extremely connected to new technologies and the image they project towards others, it is necessary to think of activities that help them hear and know each other better.

Objectives

To promote love for oneself, empowerment, a sense of responsibility and capacity building.

Activities

★ Activity: The most important

Materials: The teacher should make and decorate a small box and place a mirror inside (in whatever shape is easiest).



Time: 30-40 minutes.

Asks the students to sit in a circle. Pass the closed mirror around the circle and ask: What do you think would be the most important thing for you inside this box? Each student will answer out loud.

When everyone has had a turn, pass the box around again –this time with the box open– so that students can see that there is a box inside and that the most important thing is themselves.

Secondary Education (14 to 16 years old)



To finish, you can reflect out loud about how respecting each individual's legitimacy leads to positive and healthy development. You can ask the following questions:

- Why do you think we should be the most important thing for ourselves?
- Why is it so hard to put ourselves ahead of others?

★ Activity: Validation (or The Power of a Smile) by Kurt Kuenne

Materials: The short film *Validation* (duration: 16 min.)

Video online: *Validation* by Kurt Kuenne, 2007 <https://vimeo.com/9330175> (Language: English, subtitles in Spanish, 16 minutes 23 seconds long).



Time: 50 minutes

Watch the video in class.

Once the short film is over, discuss it with the class and ask the following question:

- What would your lives be like if you had to do something for others in addition to your homework?

After the discussion, encourage the class to go to the blackboard to write down a list of positive actions (designed to help or collaborate with others) that they could develop in school, at home or in the neighborhood over the next week.

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3. FAMILY ACTIVITIES

Early Childhood and Primary Education

Description

Two activities that children can do at home with the help of their families, taking into account that adults play a crucial role in their children's education and in building core values.

Objectives

To strengthen cultural diversity and encourage having fun as a family.

Early Childhood Education Activity (0 to 6 years old)

★ Activity: My family and I



Materials: a sheet of A4 paper, pencils, erasers and colored markers

Time: 30-40 minutes at home/30 minutes at school.



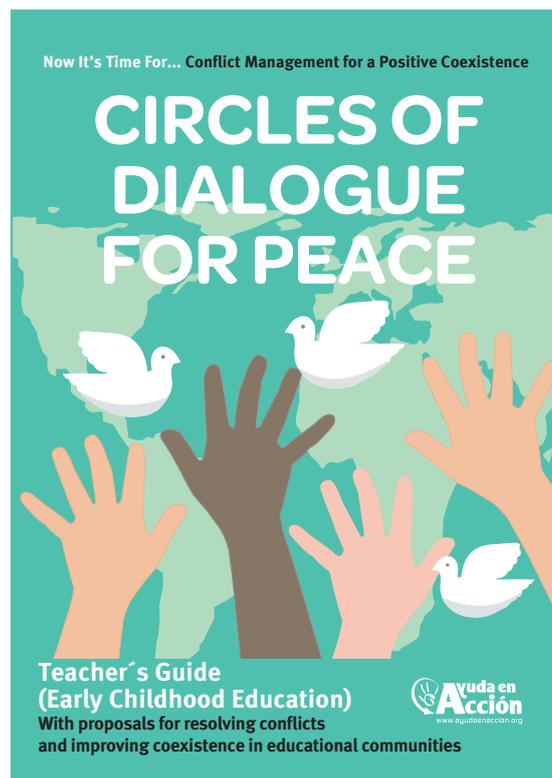
Ask the students to draw a picture that represents their family at home and with the help of their family. It is important that the drawing include the name and place of birth of each family member and that the student draws (or writes, if they prefer) a beautiful family memory on the other side of the paper. To do this, the student will need to speak with his/her father, mother, grandparents, aunts and uncles, cousins, etc.

Early Childhood Education Activity (0 to 6 years old)

The drawings can be discussed in class as a way to share different identities and family histories. This activity will require help from the family (particularly for children ages 0 to 3).

You can ask the children the following questions (adapting your language to each age group):

- How does making a drawing with your family make you feel?
- Are all families born in the same place?
- Where would you like to hang your drawing? Decide as a group where you would like your drawings to hang so that they are visible in the classroom or school.



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Primary Education (6 to 12 years old)

★ Activity: Drawings for conflict resolution

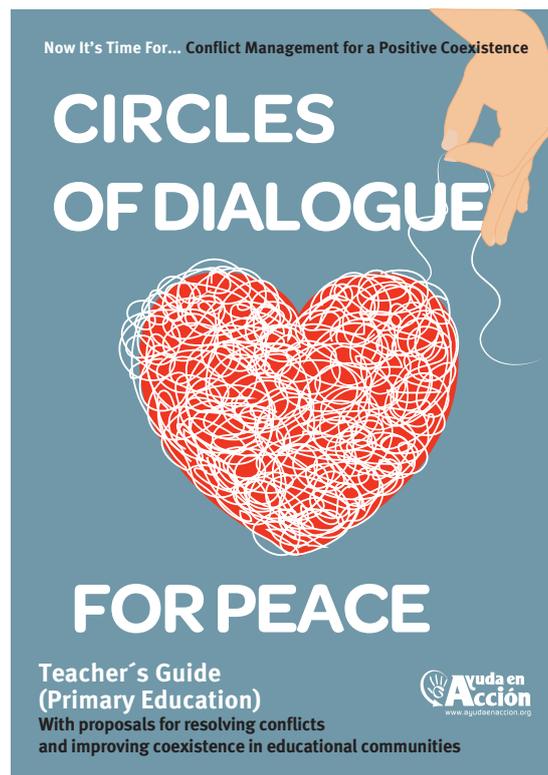
Materials: poster board, markers, pencils...any material that the children and their families wish to use.

Time: 50 minutes at home/30 minutes at school.



Ask the children and their families to remember a conflict that had taken place between them and draw it with the participation of the entire family. This drawing can serve as the departure point for a discussion to analyze what happened and how the conflict was resolved. Use the back of the poster board to write down different constructive actions and create a drawing that exemplifies how one might positively manage the conflict. Children and their families can use this exercise to adopt new ways of managing future conflicts.

When they are finished, the drawing (the side that shows positive management of the conflict) can be hung in a common space of the home as a reminder that they have the resources and skills to handle new conflicts.



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Secondary Education (12 to 16 years old)

Description

You can use the following activity to make your small contribution to fostering a culture of peace among students and their families through an activity that highlights the importance of knowing how to distinguish messages from the media (which are characterized by positive or negative content) to create ways to transform conflicts.

Objectives

To foster critical and reflective thinking as a way to promote alternative conflict management.

Activities

★ Activity: Peace correspondent

Materials: Internet access (recommended), newspapers and printer. Should these materials not be available, invite children and their families to make use of public spaces with internet access in their area, either the school itself or the library, community center, etc.



Time: 30 minutes (at home)/30 minutes (at school).

How many times have we seen how the media reports on dramatic, violent or unpleasant content with a noticeable lack of content that includes caring gestures, conflict resolution and the promotion of peace? Beyond the tragedies we see every day, there are many stories about solidarity that should be shared. For example: when there is a war, the media focuses on reporting on the tragedy, fear, death... and rarely includes news on initiatives, cooperative work, volunteers, success stories, etc.

In this sense, we can use the Syrian refugee crisis as an example. Thousands of volunteers from across Europe have selflessly given of themselves to help: if we focus on these stories we can see people who gave up their jobs to help, or Syrian families who have managed to help each other despite all the obstacles they have faced (a very clear example is people using their cell phones to help others find the best possible route to Europe).

Secondary Education (12 to 16 years old)

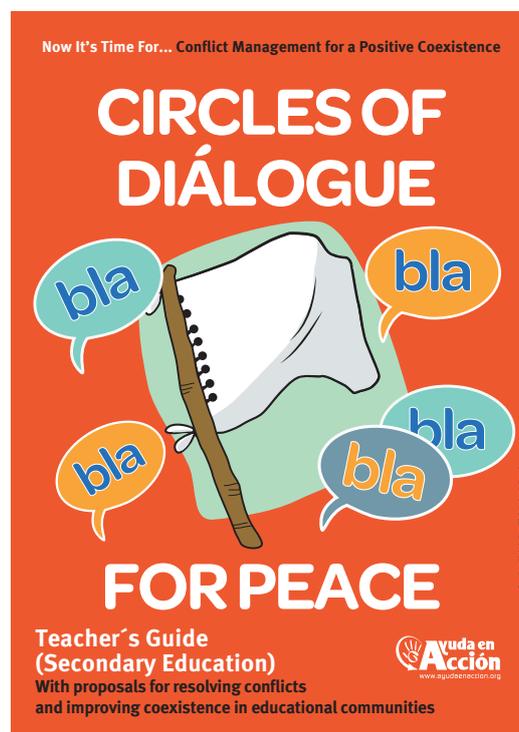
Ask students, with the help of their families, to search through digital or print news to find a story related to a war or a situation of conflict that contains positive elements and/or actions that strengthen peace. Ask them to have a short discussion at home about conflict and share with family members how the story made them feel.

In class, the students should come together to discuss various initiatives and educate the other students on this issue. They can then search together for an article (online) that does not reinforce a positive message and search for peaceful solutions and resolutions as a group by using the following questions:

- What could be a possible solution to this conflict?
- Who are the parties in this conflict?
- What conflict management methods would you propose to the parties in this conflict?
- Is there something we could do to help resolve this conflict?

What do you think we could do?

Using this last question, students could reflect on the fact that everyone has their responsibility in conflicts and that we should take action to build a better world.



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4.

ADDITIONAL RESOURCES

This section recommends ways for teachers to further work on positive conflict management in the classroom and promote a culture of peace through a set of references, resources and audiovisual materials.

Reading:

- *Sin embargo se quieren (And, However, They Love Each Other)*” by Frederic Kessler.

Reference: Tramuntana Editorial, 2012. Language: Spanish. Website:

<http://www.tramuntanaeditorial.com/es/catalogo/y-sin-embargo-se-quieren>

- “*Vacío (Empty)*” by Anna Llenas.

Reference: Editorial Barbara Fiore, 2015. Language: Spanish and Catalan. Website:

www.annallenas.com/ilustracion-editorial/vacio.html#.V5jNqTX3M8s

- “*Emocionario, palabras aladas*” (*Emotionary, Winged Words*)”.

Reference: www.palabrasaladas.com/emocionario.html

Board game:

- *Ikonikus* by Manu Palau.

Reference: Brain Picnic, 2013. Spanish. Website: <http://www.brainpicnic.es/>.

Audiovisual resources:

- Video: “*Cadena de favores infinita* (Infinite Chain of Favors)” (duration: 6 min.).

Reference: <https://www.youtube.com/watch?v=8Gosg1ybxTU>

- Video: “*Una mujer cambió el letrero de un invidente, lo que ocurre después, es asombroso.*” (A woman changed a blind man’s sign, what happens next is amazing)” Change your words, change the world (duration: 1 minute 47 seconds).

Reference: <https://www.youtube.com/watch?v=2Yge6vmswRI>

Recommended websites:

- Escuela de Paz. (School of Peace).

Reference: www.escueladepaz.es/

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