



THE ADVENTURES OF THE LITTLE PRINCE IN THE WORLD

REPILOT ACTION ACTIVITY HANDBOOK



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**Networking the
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Artwork by @MaisieCllustration



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INTRODUCTION

In this handbook you will find:

-  a brief description of the NEW-ABC project and the main concepts that guide it;
-  some general guidelines and specific tips for adapting this pilot action to different contexts;
-  the aims and objectives of the pilot action;
-  a thorough description of the activities conducted alongside tips for replicating them;
-  some reflections emerging from our experience that you might find useful for your adaptation.

The NEW ABC project in a nutshell

NEW ABC is a project funded by the European Union's Horizon 2020 research and innovation programme. It draws together 13 partners from nine European countries with the aim of developing and implementing nine pilot actions. All NEW ABC pilot actions (activity-based interventions) include children and young people from refugee and migrant backgrounds, but also teachers, families, communities, and other stakeholders in education, as co-creators of innovation to empower them and make their voice heard.

If you want to learn more about NEW ABC this is the link to the project website where you can find information on the other pilot actions too:

newabc.eu



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What is co-creation?

Before we introduce the activities co-created with teachers as part of the *Exploring narratives of migration through storytelling: the adventures of the Little Prince* repilot action, we would like to explain in just a few words the basic features of co-creation.

Co-creation is an innovative methodology that positions stakeholders at the heart of the project design, implementation, and evaluation. Co-creation supports dialogue and collaboration, which encourages democratic partnerships between researchers and community stakeholders, to collectively design an activity-based intervention that is specific and responsive to the needs of the community and context it involves.

Co-creation is a key element of developing a participatory approach to amplify children and young people's diverse voices. Recognising their 'expertise by experience', it prioritises their wellbeing and engagement, while supporting their skills development and meaningful participation in activities that impact their everyday lives.

Our engagement with co-creation allowed us to:

-  Foreground the needs, expectations, concerns and ideas of children and young people in understanding and creatively exploring experiences of migration and transition.
-  Open up the space for different insights from experience, age, and creativity to facilitate important conversations around difference, equality, belonging, community and care.
-  Collaborate and engage in structured discussions, brainstorming, and imaginative storytelling to better draw out challenges, solutions, and ideas as part of a safe learning space.

All the activities presented in this handbook, have been planned and implemented together with teachers and students, headmasters and researchers, to support learning, dialogue, and self-expression.

Adapting this pilot action to different contexts

A key aim of the NEW ABC project is to ensure that all 9 pilot actions can be **adapted** and **replicated** in different contexts (i.e., different countries, educational systems, different communities). Following the completion of their original implementation, all pilot actions were retested in a different partner country and by a different NEW ABC team. Our repilot action, *Exploring narratives of migration through storytelling: the adventures of the Little Prince* was first implemented in Cyprus and then re-implemented in the United Kingdom. You can read more about the different piloting versions through the NEW ABC's platform.



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Ideas to consider before developing your project

o Invest time to consider what is unique to your own context and what you might need to adapt.

You might have to think if there are any required changes or modifications in relation to specific characteristics such as geographical, social, or cultural features. For instance, if you are planning on working with children and young people from different national and ethnic backgrounds, you might want to invest resources to recruit community translators to support the young participants during the project.

o Invite colleagues both inside and outside your school setting to work together.

If you need the support of other colleagues in the school (fellow teachers or teaching assistants), you may want to involve them early and make sure their opinions on what they feel is important to do as part of the project.

o Work *with* the children and young people and collectively agree *how* you will collaborate together.

Involve young people and children from the start and make sure their opinions, skills, and needs, feed into the design of the project. For example, you may decide to involve a small advisory group of young people so they can help you set up the project.

o Design your learning environment.

For example, will you be working in schools or non-school learning environments (e.g. youth groups, after-school clubs, weekend clubs, etc.)? This will also determine how you will structure the activities (i.e. long-term project or individual activities) and how many participants will be engaged each time (i.e. working across a school year or with a smaller group of young people).

o Make a 'wish list' of materials, resources, and services you may need.

As you develop your project ideas it is important to consider what resources you will need. For instance, where will you complete the activities? What types of space will you need? (e.g. rooms, outdoor places). You might also like to consider issues of accessibility (e.g. parking availability, wheelchair access, toilets, close to public transport stops). Your wish list may also include activity ideas (e.g. field trip, museum visits) or working with specialist practitioners (e.g. digital artist, drama teacher). Equally important, what materials will you be needing for the activities? (e.g. paper sheets, paint, notebooks, stationary, whiteboard access, online training courses etc.)

o Invest time and care in co-creating a safe environment.

Make sure you include time for relationship-building activities that encourage participants to become familiar with each other and develop trust across the group. Refreshments and snacks help at creating a more relaxed social environment so make sure you have thought about your hospitality budget!



o Support your project participants.

Provide training and skills-development opportunities to support those involved in project activities (e.g. students, teaching assistants or fellow classroom teachers) as they join the project. Are there any particular social, cultural, linguistic, or learning needs you might need to think of?

o Evaluate your repilot action.

Every project serves as a unique learning opportunity to reflect on what worked, what didn't and what could be done differently. Invest time to plan your project's evaluation and think of activities you might find helpful (e.g. feedback postcards, reflections, creative responses, group reflections).

o Plan ahead.

While developing an 'action plan' and thinking of what your project might look like, it is also important to focus on your plans for engagement and dissemination. Things to consider may include:

- What key issues are you aiming to address?
- How can participants engage in these activities in meaningful ways?
- Who are your primary audiences? (i.e. local community, decision-making audiences)

We hope that these suggestions might support your planning process as you decide what your future project activities might look like.

What changes did we make to adapt the original pilot in the UK context?

The re-piloting process involved significant adjustments both in terms of scale and the UK team's engagement approach (i.e. working with fewer partnering schools and for longer phases of co-creation). Initial testing in Cyprus involved multiple schools and a network of teachers from early years/kindergarten, to primary and secondary schools, who participated in a series of training workshops feeding into the development of the co-designed activities that were implemented and evaluated by teachers themselves in their classrooms.

In the UK, the re-piloting team adopted a more focused approach and engaged in co-creation with three schools: one primary school (engaging 5-7 years old) and two secondary schools (engaging 11-13 years old), to co-create a series of activities that were primarily built within each respective school's learning curriculum and core values. The UK team worked with all involved implementation leads and introduced the project, shared and co-created materials and activities, and completed evaluation activities (feedback sessions and exit interviews). Working on a closer basis and being involved in all stages of co-creation/implementation offered an in-depth understanding of the challenges and opportunities co-creation process and different 'access points' to support the involved implementation-leads and other stakeholders (participating teachers).






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Aims and objectives of the repilot action

Our repilot action focused on the following objectives:

-  To foster a sense of belonging, respect, identity, care and compassion, friendship and community for children and young people from a migrant background and improve their smooth inclusion into school life.
-  To engage and collaborate with teachers to co-create engaging activities for students aimed at allowing their voices to be heard and their stories to get better understood and included as part of the school community and beyond.
-  To build an understanding of how the 'Adventures of the Little Prince' repilot action can be developed and incorporated into the curriculum as part of exploring narratives of migration.

This is important because...

o Increases in migratory mobilities means that children and young people may find themselves transitioning into new geographical, sociocultural, and learning spaces. Such transitions may impact children and young people's well-being and socialization processes as they attempt to create a new 'home' and re-define their place in a new environment.

o Schools serve as a primary space for socialization, learning and personal development. Schools play a key role in developing and maintain school-community relationships and fostering a sense of belonging for all students. It is therefore important to consider students' lives beyond the school context and facilitate connections and dialogue across different facets of their lives.

How this handbook works and who might find it useful

The handbook has been developed during the repiloting phase of the original pilot action *The adventures of the Little Prince in the World*. The pilot action was developed and first implemented in Cyprus by our NEW ABC partner Synthesis. The pilot action was invested in processes of dialogue and co-creation for social inclusion, through facilitating dynamic synergies between teachers, children, and their extended families. The Synthesis team produced the [first Handbook](#) which details the co-creation process and outlines the development of different Lesson Plans as developed by participating teachers and schools. As part of our repiloting phase we consulted the first Handbook, which proved to be a valuable inspiration (re)source for all participating schools, as many adapted existing activities and offered their own creative touch.



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In our handbook, you will find a collection of co-created learning activities and resources implemented mostly in primary and secondary schools in the UK as part of our repilot action. The intention is for teachers, educational professionals, but also parents and students, to use the *Exploring narratives of migration through storytelling: the adventures of the Little Prince* handbook to plan and implement activities based on co-creation. The handbook follows a step-by-step overview of all co-created activities which you can use to replicate, adapt, and evaluate with your students. You might find this handbook helpful if you:

- o Work in a school/college
- o Work in the charity/NGO sector
- o Engage in participatory research with children, young people and/or educators

This repilot action is set up within an educational context, but the activities may also be relevant to other settings (e.g. youth groups, play groups and after school clubs). The handbook provides examples of activities to engage children and young people, learning objectives, participatory learning processes, and required resources (e.g., activity steps, materials, and audio-visual content) to support your replication journey.

How should I use this handbook?

We recognise that each pilot action experience is uniquely shaped by the geographical, cultural, and social context within which it takes place. The handbook offers examples and ideas for setting up your own pilot action activity inspired by the adventures of the Little Prince. In this sense, it is flexible to adaptation and allows for your creative spark and imagination to design, deliver, and evaluate the planned activities. The proposed lesson plans vary in the duration and therefore can be applied in a way that accommodates for the respective needs and interests of your stakeholders – you can carry out the activities that better match your everyday reality. How much time you decide to spend on each activity can be determined by your team.



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LET'S GET STARTED!

Introducing the pilot action: 'Exploring narratives of migration through storytelling: the adventures of the Little Prince'

The repilot action 'Exploring narratives of migration through storytelling: the adventures of the Little Prince' was developed and implemented in the UK, across three participating schools. Adopting the literary work by Antoine de Saint-Exupéry, "The Little Prince", our project focused on embracing the needs, voices, and experiences of children in education and encouraging them to reflect and re-imagine migratory experiences through storytelling and creative methods. The pilot focused on addressing and supporting participants' emotional needs and enabling them to feel included in the school environment.



Photograph of student's drawing and Little Prince soft toy

Who is the Little Prince?

The Little Prince is a novel by French aristocrat, writer, and military pilot Antoine de Saint-Exupéry. Inspired by his own experience of becoming stranded in the Saharan desert with his copilot navigator André Prévot for four days, the story follows the adventures of a young prince who visits various planets, including Earth, while engaged in his personal journey of self-discovery and understanding.

The Little Prince is a story about growing up and re-discovering the important things in life such as friendship, freedom, compassion, care and love. The book's use of symbolism and abstract notions can support different levels of engagement and approaches. By addressing the story as a 'starting point', the book invites readers to explore some of the key concepts of friendship, change, journey, care, and compassion, among others.



Book cover of 'The Little Prince' for older readers



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Book cover of 'The Little Prince' for younger readers

During our repiloting activities we used two different editions of the book for different age groups. For the older students (aged 11-13 years old) we picked the [paperback version](#) by Alma Books publisher (see figure on previous page). For the younger students (aged 5-7 years old) we recommended an adapted version as a children's [illustrated picture book](#) with beautiful illustrations and minimal text (see figure on the left). Before deciding which editions we would like to use, we researched a range of options. We found that each translation brings its own interpretation and storytelling approach. There are various options and translations to choose from and for different reading or language styles; some being more modern whereas others are more traditional.



HOW TO...

Familiarise yourself with your chosen learning context

One of the first steps in developing your own activities, lies in understanding the context of your activities. The environment, being the school/organisation, is extremely important to design for any type of co-creation activities. This involves acquiring an understanding of the numbers of students and teachers in your school, the school's core values and teaching objectives, the organizational culture and structure, cultural and linguistic backgrounds (e.g., number of students speaking English as an additional language (EAL) as well previous projects and activities, resources and limitations, and so on.

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

For instance, the original lessons plans designed by participating teachers during the pilot action's first testing in Cyprus, were informed by the cultural, linguistic, and socio-economic diversity of the student community as well as the country's rich migratory heritage. In the UK, the research team drew from its own past and present migratory history and created resources that reflect the diverse school communities which participated in the repiloting phase.

Across both testing locations and phases, it was the participating schools who decided what element would fit best when developing and implementing the activities. As a book, the Little Prince offers various possibilities for storytelling and imagining what it might feel like to arrive in a new place.



Set up your pilot action

How you set up your pilot action will depend on your context; whether you are an educator, youth worker, in social care or a researcher. As we were primarily working with schools, we invested a lot of time and effort in relationship-building (meetings and evaluation activities) and preparing materials and resources to share with involved stakeholders and better support their idea development when deciding what kind of activities they would like to develop. It was important to follow their lead and pace in terms of how much they would like us to be involved and what kind of support they required from our team.



What worked for us and what you might find helpful doing:

- We researched each prospective school partner and found out about the school's community, core values, existing activities, and teaching approaches. This allowed us to understand how the project might 'fit' within the school's day-to-day teaching and learning schedule and gave us a better understanding of what type of activities students are already involved in.
- We put together different learning resources introducing the story and key themes of the Little Prince novel with recommendations and ideas of how to embed and explore the novel's key themes as part of existing curriculum subjects. The two key age groups we focused on were **children aged 5-7 years old** and **young people aged 11-13 years old**.
- We set up a **steering group** at each partnering school to better support the co-creation process. A steering group invites project partners and collaborators to actively become involved in the development, implementation, and evaluation of the project activities. It offers opportunities for idea development, dialogue, problem-solving, and facilitates expertise and knowledge exchange across the whole group.
- We prepared **'Welcome to the project' gift bags** for all participating students and teachers including a tote bag with the pilot action's logo brand, an age-appropriated edition of 'The Little Prince' book and stationery (pencil cases and notebook).



Book cover of 'The Little Prince' for older readers



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Ethical issues to consider when working co-creatively

Whether you are developing your own pilot action over a period of time or delivering a few sessions for your own work with children and/or young people, working co-creatively can bring to light new and pre-existing issues with the group. This is especially true when discussing life experiences as part of conversations across a group and within a particular context such as a school. Our pilot action recognised the importance of ensuring children and young people feel empowered and confident to make their own decisions and share as much or as little as they wish during the activities. Working within a school involves working in accordance with school rules, regulations, and safeguarding procedures to ensure that all participating students and teachers feel safe and understand what is expected of them. Some ethical issues to consider may be:

- o **Feeling heard or being silent:** Some children and young people may be happy to take part in all activities or share lots of personal feelings/experiences. All activities were designed and delivered in a way that supported dialogue across the group without putting pressure on the students to participate if they did not wish to. We were also very mindful to respect silence and privacy.

- o **Being treated equally:** It was important that all participating children and young people were treated equally. This involved equal access to the activities and required resources. It is very important to remember that 'equal does not mean the same'; this is why we decided to prepare gift bags including the Little Prince book and stationery to welcome all participating children and ensure they had the same introductory experience to the project.

- o **Consent:** Depending on participants' age and your organisation's ethical procedures, you might need to obtain parental consent for students to be able to participate in the activities. Make sure that your consent form is clear (no technical terms), accurate, and detailed. It needs to explain how the children and young people will be involved in the pilot action activities and how the data (e.g., audio recordings of conversations, artwork, or podcasts) may be used for dissemination purposes (e.g., reports, presentations, exhibitions, social media posts etc.), and the overall purpose of the project.

- o **Role of technology:** Technology can be a great resource when working collaboratively. It does come with a range of ethical questions so if you were to use digital tools you might want to think of safe ways to do so; for example, using a private platform like Google Classroom or any other digital learning platform, approved by the school you are collaborating with.

- o **Privacy and anonymity:** Processes of co-creation and collaboration are based on relationships of trust. If you wish to display students' artwork as part of the project and beyond (dissemination plans) it is important to openly discuss where and how their words and produced creative work may be shared. Explain that any mention of their stories/experiences/personal information will remain anonymous and instead they can suggest a pseudonym. Writing under the anonymity of a pseudonym may in fact be freeing, as children may feel confident to share more of their inner world and more willing to deepen



their creative process. We are grateful for the stories and experiences the children decided to share with us through conversations and drawings. At each stage, we were mindful of their privacy and never photographed their faces.

o **Safety:** Think about safety on different levels:

a) **Emotional:** Think about how you can prevent emotional discomfort or harm through the project's activities (i.e. discussions of emotionally-charged experiences such as leaving one's country). For example, giving children options to 'not' tell a personal migration story by using an imaginary character. In our pilot action, storytelling provided an accessible and playful way to talk about important experiences such as leaving one's country in a way that was mindful and sensitive to not re-enforcing stereotypes or re-visiting painful memories.

b) **Personal:** Ensure that students are not including their real names in public-facing materials, no photographs showing faces are taken; no disclosure of identifiable information (e.g., locations, names of people or specific physical characteristic).



You might like to... reflect on the different migratory experiences of the group of young people you will be collaborating with. Some questions for you to explore while planning the activities and getting to know the young people include:

- o Is it an activity they talk openly about?
- o What might be some challenges you can think of?
- o Equally, what might be some opportunities for the students engaged in the project? What might they gain and how can you support them emotionally?

The classroom activities




The classroom activities constitute the heart of this Handbook. They bring together the creativity, imagination, and pedagogical approaches of their co-creators, namely the teachers and children. In our pilot action we collaborated with teachers and headteachers from primary and secondary schools to develop the participatory activities. Each school developed its own programme of activities and decided the length of delivery (block sessions over a short period of time or range of activities over a month). A shared commitment across all activities is the nurturing of feelings of belonging, supporting critical thinking around issues of migration, belonging and community, and the creation of safe space to nurture storytelling, compassion, and respect towards each other.



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The presented activities are organized into two age-appropriate sections aimed at engaging with our pilot action's two key age groups: primary school activities (ages 5-7 years old) and secondary school activities (11-13 years old). Within each section you will find a collection of activities organized into **Chapters** focusing on specific themes such as welcoming others, gratitude, care and compassion and change, among others. All activities are designed in such way to support adaptability making them open to changes to suit your group's interests and skills. Both sections host a range of activities for different learning styles and interests for you to pick and co-develop with your group of children and young people.

Learning process	Aim of activities
 Celebrating our work and community	These activities help build trust, rapport, and provide opportunities to celebrate the achievements of the children
 Sharing experiences	These are interactive and creative activities that support the sharing of personal stories and experiences in interesting ways
 Creative projects	These activities support skills development and self-expression through creative forms (e.g., drawing, mapping and storytelling)

When developing your own activity schedule, you might like to consider the following questions:





- o What type(s) of learning should my activities support? (i.e. visual learning, observational, story-based, dialogical, kinesthetic, among others)
- o What are the key learning aims and objectives?
- o How does the activity related to the project's wider focus on migration, belonging and community?
- o What kind of resources and materials will I need?
- o How many students can participate at each activity and how will I ensure everyone feels supported and included?



You might like to... collect feedback from students during activities. You can do that in different ways including collective feedback time (i.e. sitting in a circle and sharing reflections after an activity; post-it note feedback wall or a drawing about how today's activity made you feel).

LEARNING JOURNEY ROADMAP - Classroom Activities for Primary Schools

The activities in the tables below were all developed by the teachers in our target school. You can pick and choose/adapt them accordingly. Longer descriptions of those activities follow in each Chapter with additional information regarding required materials and follow up reflections.





Chapter 1: Welcoming the 'Little Prince'		
Activity title	Type and description of activity	Activity objectives
Activity 1: Arrival of the Little Prince 	Sharing activity: Teachers/facilitators introduce pilot action and introduce the Little Prince's story and key themes.	<ul style="list-style-type: none"> o Become familiar with the pilot action. o Learn about the adventures of the Little Prince. o Take home the book and read with their families.
Activity 2: The adventures of the Little Prince in Oxford 	Creative activity: Read the story of the Little Prince in class and engage children in conversation about how the Little Prince might feel. Ask students to produce drawings of the Little Prince visiting their favourite spots in their hometown.	<ul style="list-style-type: none"> o Support conversations about new beginnings and arriving in new places. o Support emotional reflection on how it might feel to arrive in a strange place.
Activity 3: A 'Welcome card' for the Little Prince 	Creative activity: Make cards for the Little Prince to help him feel welcome.	<ul style="list-style-type: none"> o Support emotional reflection on how it might feel to arrive in a strange place. o Support feelings of care and compassion towards others.
Activity 4: Film Screening 	Celebration activity: Students watch the Little Prince animation as a 'film screening' (popcorn an added option!)	<ul style="list-style-type: none"> o Learning about the Little Prince's story. o Learning about the lives of others. o Support feelings of care and compassion towards others.





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Chapter 2: Nurturing feelings of care and compassion



Activity title	Type and description of activity	Activity objectives
Activity 5: Gratitude Library 	Sharing & Creative activity: Students create a 'Gratitude Library' in class by bringing in their favourite book from home.	<ul style="list-style-type: none"> o Reflect on feelings of gratefulness. o Co-create a shared library of stories.
Activity 6: Our Friendship Tree 	Creative & Creative activity: Students create a 'Friendship Tree' by writing cards to each other and then adding them to a wooden tree structure.	<ul style="list-style-type: none"> o Support feelings of care and compassion towards others. o Facilitate community building and foster a sense of belonging.
Activity 7: Rose planting 	Celebration activity: Students help to plant and name a rose bush.	<ul style="list-style-type: none"> o Support feelings of care and compassion towards others. o Develop notions of care and responsibility. o Develop new skills (gardening).
Activity 8: Observational Art 	Creative activity: Students complete observation drawing of roses and engage in conversations about the relationship between the Little Prince and his rose.	<ul style="list-style-type: none"> o Develop new skills (observational art). o Support understanding and reflection on friendship relationships with others. o Support understanding of care and compassion towards others.

Chapter 3: Celebrating individuality, equality and community

Activity title	Type and description of activity	Activity objectives
Activity 9: Journey to another planet 	Sharing & Creative activity: Students are asked to think about how it would feel to travel to a new planet, followed by a drawing activity.	<ul style="list-style-type: none"> o Support emotional reflection on how it might feel to arrive in a strange place. o Support understanding of care and compassion towards others.
Activity 10: Mapping activity 	Sharing activity: Students use coloured ribbons to represent the different countries they come from and talked about how diverse their school community is.	<ul style="list-style-type: none"> o Celebrate richness of school community. o Nurture respect and recognition of difference. o Learn about being equal and different.



Chapter 4: Celebration and evaluation

Activity title	Type and description of activity	Activity objectives
Activity 11: End of project celebration event 	Celebration activity: An end-of project event for parents, carers and family members to celebrate the children's achievement and involvement in the project.	<ul style="list-style-type: none">o Support sense of ownership and achievement for students.o Strengthen ties between school and family life.
Activity 12: Galaxy Feedback Wall 	Sharing & Creative activity: An interactive galaxy-themed feedback activity using a fabric sheet and post-it notes to capture reflections from children, teaching staff and family members about the project activities.	<ul style="list-style-type: none">o Support sense of ownership and achievement for students.o Offer space for feedback and reflection.






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CHAPTER 1. Welcoming the Little Prince

Aims & Objectives	Introduce pilot action and share the story of the Little Prince.
Activities	Activity 1: Arrival of the Little Prince Activity 2: The adventures of the Little Prince in Oxford Activity 3: A 'Welcome card' for the Little Prince Activity 4: Film screening

By the end of this Chapter you and your group members will have...

-  Been introduced to the project and had the chance to find out more about what it involves
-  Shared personal experiences and feelings associated with arriving to a new place
-  Participated in interactive dialogue-based activities

Chapter 1 focuses on introducing the pilot action and welcoming the Little Prince to the school's community. The suggested activities offer opportunities to become familiar with the book's plot, make connections between school and family life, and start thinking about what it means to arrive in a new place through someone else's perspective.



We found that having a soft toy figure of the Little Prince helped introduce his story in a visual and playful way

List of materials

- A copy of the Little Prince book
- A soft toy of the Little Prince or other characters
- Large sheet of paper
- Marker pens
- Coloured sheets of paper
- Coloured Pencils
- Copy of 'Little Prince' Film (online access)
- Snacks for film screening event!





Activity 1: Arrival of the Little Prince



To introduce the overall project and the story of the Little Prince you can invite the Little Prince in your classroom. All you need is a **copy of The Little Prince book** and a **soft toy**- if you'd like to use a visual prop.

Directions:

1) Gather the students in a circle and position the Little Prince so everyone can see him, ensuring that the children have the time and space to ask him questions.

2) Ask the classroom to imagine that a traveler from a distant planet has arrived at the school and will be joining them for some time; *'Over the next X days, we will be getting to know the Little Prince and learn about his adventures across the different planets, including planet Earth. The Little Prince is our school guest, and he has brought a long a book for you to take home and read with your families.'*



Soft toy figures of The Little Prince and the Fox

3) Ask the students to imagine that the Little Prince has just arrived at your hometown and is excited to meet them and tell them all about his adventure across the different planets, including planet Earth.

Some suggested questions you might like to use as part of your introductory discussion:

- o Where did the Little Prince come from?
- o What might his home planet look like?
- o What is his favourite food?
- o How does he travel from one planet to another?
- o What places might he like to see on earth?
- o How might he feel arriving in a new place?

4) You can also use their responses as prompts to ask the students about their own lives e.g. how do they think it might feel arriving in a new place; their favourite food; favourite family tradition; their last trip and places they would like to visit.

5) During their introductory session, our participating school asked the students to imagine being in the Little Prince's position and captured the children's responses in a beautiful poster. Here are some of the questions they asked:



o How would you feel to come to a new place?

>> Shy cos I didn't know anyone

>> Shy and sad because I missed old friends and I didn't get to see them

o How can we make the Prince feel welcome at our school?

>> We could be friendly to him

>> We could make him a house

>> We can share all of our things with him



Poster with students' responses

6) In our repilot action, children received individual orange tote bags containing the Little Prince book and a wooden pencil case. The teachers introduced the children to the project and showed them the Little Prince and fox soft toys. They asked the children's parents and carers to read the book with the children at home and gave them printed information about the reading activity. This might be a nice way to include the students' families in the project and offered them opportunities to become familiar with their children's school lives and activities in a playful way.



You might like to... try different ways to introduce the story of the Little Prince. For instance, you can use also short videos, a song, or an audio narration of an excerpt from the book. This way you can find different ways to capture participants' imagination and interest while also showing them examples of activities they might like to get involved in. In our project, participating teachers began by introducing the project through the story of the Little Prince. Using a range of materials including the book (reading extracts), online videos, soft toys for younger students and a PowerPoint presentation for older students, the introductory session offered an overview of the Little Prince's story and explained the key focus of the project: reflecting on the experiences of arriving at a new place/one's journey to the 'here and now'.



Activity 2: The adventures of the Little Prince in my hometown



For this activity we used the **Little Prince** book and a **soft toy** to revisit the story of the Little Prince and support dialogue and storytelling exchanges across the group.



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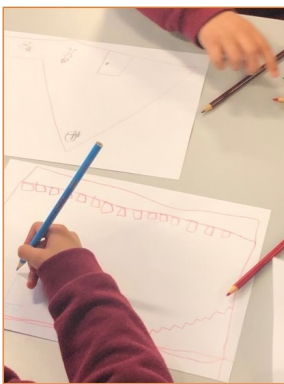


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Directions:

1) Gather the students around and ask them to sit on the floor making a circle. Read out loud the story of the Little Prince. If you like to use props when reading the story, you can use the soft toy of the Little Prince and coloured print outs of the different planets he visits during his travels. Once you've finished reading the story invite students to share their impressions about the Little Prince with the help of the **following questions**:

- o Have you ever travelled/arrived at a new place? (i.e. different country, new school, new house etc.)
- o If yes, how did you feel? If no, can you imagine how it might feel?
- o If you arrived at a new place, what would you need to know? (i.e. nearby shops, Hospital, school, park)
- o What kind of places do you think he would like to visit?



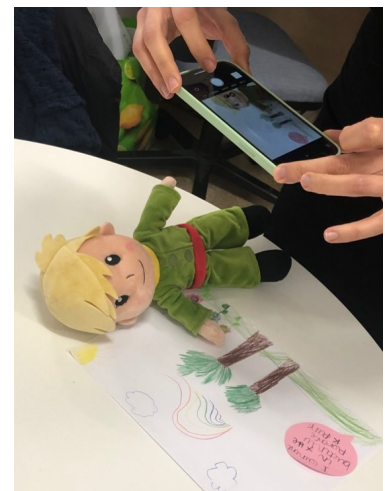
2) Write down their responses on a white board or flip chart and ask the students to pick a place they would like to draw. You may find it helpful to produce a list of different places (park, children's play area, hospital, school, religious monument, restaurant, shop) so they have options to pick from.

3) Then ask students to sit in teams of four and draw their selected location. Ask them to describe their drawing; **What is it depicting and how do they think the Little Prince might feel visiting this location. Why did they pick it?**

4) Make a list of all their responses on a big sheet of paper. Some of our young learners told us that 'he would need to know where the hospital is, in case he felt sick'. While others said, 'he would enjoy playing in the park' and 'visiting the school to learn'.

5) Gather all drawings and make a note of the type of location. Ask students to write their names on the back so you can take photographs of their drawings without showing their names.

6) For our project, we took photos of all the drawings as we decided to turn them into a short video. Our team produced a little 'film' about the Little Prince's adventures in Oxfordshire, which you can watch [here](#). We first took photos of the Little Prince 'standing' in front of each location. We then used a video editing software and uploaded all the photographs to make a sequence. We also designed some introductory slides using [Canva](#), a free online graphic design platform.



Photographing the Little Prince at each location to produce short video

We wanted to make it extra special so we could share with the children, so we also added a soundtrack using a creative commons licensed song – a special license that allows you to use



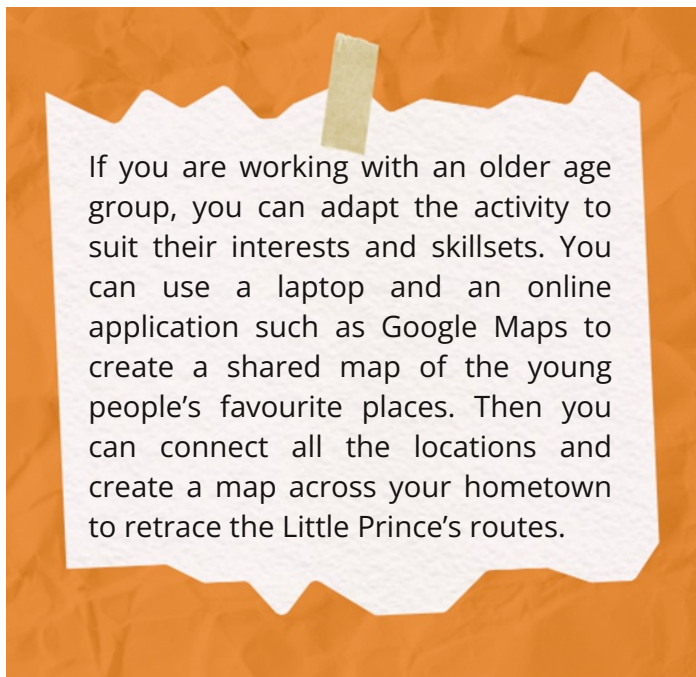
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music produced by artists for your video for free. If you are interested in making your own short video, there are many free video editing applications to pick from for both Android and iOS users. You can also find free audio tracks using a creative commons license [here](#).



You might like to... use the drawings in different ways; you can make a 'photo album' of the 'adventures of the Little Prince' or showcase them as part of an exhibition at the end of the project.



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Activity 3: A 'Welcome Card' for the Little Prince



Directions:

- 1) Introduce the children to the creative activity during which they will be invited to make a card for the Little Prince and reflect on how it might feel to arrive in a new place.
- 2) First, ask the students to imagine how they think the Little Prince might feel – being away from his home planet and on his own. You can support the conversation by asking 'How might he feel?' and what would make him feel better?' Our young learners felt that the Little Prince would like 'some gifts', to 'play in the park together' and to 'have some cake'.
- 3) Explain that you will be making 'welcome cards' for the Little Prince. Each card can contain a message for the Little Prince to read.
- 4) Show the students the materials they can use: coloured A4 sheets of paper and coloured markers.
- 5) Ask them about their cards; the meaning of their drawings and their special message for their school guest.

The activity can support several processes:

- o Create opportunities for dialogue across the classroom and enable moments of connection; '*Most of us have experience of arriving at a new place. For example, how did we all feel on our first day of school? What other things might we have in common?*'
- o Highlight the focus of the pilot action: '*Experiences of travelling to and from different places; learning new customs, languages and joining new communities*'.
- o Establish link between storytelling, care and compassion and solidarity: '*Even though we may have different experiences in life, we can use stories to imagine how someone else may feel. How do you think we can help them?*'



You might like to... work in smaller teams if you have the capacity (time and extra hands!). Our team delivered this activity in small teams of 4-6 students, and we found that working with a smaller group allowed us more time for conversation and reflection across the group and one a one-to-one basis.





Activity 4: Film screening



During our planning phase we came across an animated adaptation of the Little Prince's story. We thought that the children would enjoy a screening event with snacks. This served as an opportunity to become more familiar with the Little Prince's plot as well as to promote different storytelling forms such as visual imagery and metaphor. You can watch the trailer [here](#).

Directions:

- 1) We purchased an online copy of the film through Amazon as the school already have a dedicated account and an interactive white board screen.
- 2) Our team was responsible for organizing and delivering snacks – individual popcorn bags, fruit juice and fruit snacks.
- 3) The screening was kept a surprise and the children only found out as they entered the common area and were asked to take a seat on the floor.
- 4) The children loved the screening event and told their parents and families about it – some told us that they watched it again with their families.



Still from animated film, 'The Little Prince'



You might like to... combine the film screening with a follow group discussion. Depending on the age group of your students you might want to split the screening into two sessions and link it with related discussions. If you'd like to make it more 'interactive', you can use the soft toy figure of the Little Prince and 'invite' him for a Q&A. During the 'Questions and Answers' session, the children can ask the Little Prince different questions and find out more about this experience.





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CHAPTER 2: Nurturing feelings of care and compassion

Aims & Objectives	Invite students to share personal experiences with each other and find points of connection, solidarity, and difference.
Activities	Activity 5: Gratitude Library Activity 6: Our Friendship Tree Activity 7: Rose Planting Activity 8: Observation Art

By the end of this Chapter you and your group members will have...

-  Expressed **personal stories** and learned about each other
-  Explored **feelings of care and compassion**, respect and understanding as **part of relationships with others**

Chapter 2 brings together a collection of activities aimed at exploring relationships with others. The activities are aimed at nurturing children's understanding and emotional appreciation of important relationships in their lives and to explore the notions of care, gratitude, and compassion.

List of materials

- Marker pens
- Coloured sheets of paper
- Coloured Pencils
- Coloured A4 papers
- Scissors
- Cardboard to make tree structure or you can use real branches
- Rose plant
- Roses



Talking about feelings can be hard sometimes. Creativity and imagination can help us talk about different stories and help us put ourselves into 'someone else's shoes'



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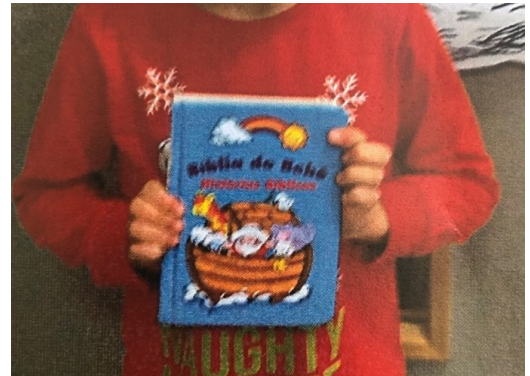
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Activity 5: Gratitude Library

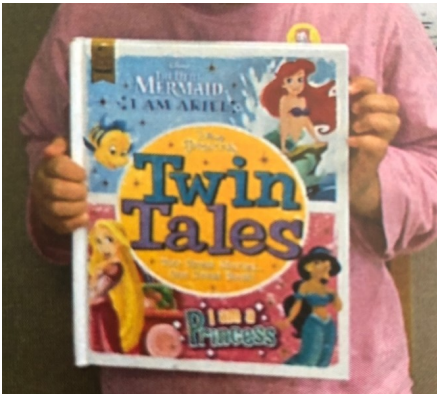


This activity aims to bring the children together and invite them to think about what they share and what makes them different and unique in their own right. It is also an opportunity to facilitate connections between school and home life by inviting parents to participate through helping the children pick a book.



Directions:

- 1) Tell the children you will be creating a 'Gratitude Library' (if you don't already have one). The Gratitude Library will be a dedicated shelf or small library that is designed just for them and will hold their favourite books from home.
- 2) Ask the children to bring from home their favourite book so they can add it to the Gratitude Library. It can be a book that they read during bedtime or even a family book that is kept in the house.
- 3) Encourage the children to present their favourite book and explain what makes it special and why they feel grateful for having it. You can offer guiding examples if you feel it might be helpful i.e. 'You might feel grateful for the extra cuddles you get during story-time' or 'It might be a present from a loved one'.



- 4) Present to the children their new 'Gratitude Library'. You can also ask them if they would like to decorate it; perhaps they can add some stickers, make drawings or re-paint the surface.
- 5) Our participating school held this activity as part of the World Book Day – an annual celebration of authors, illustrators, books, and the joy of reading, celebrated in the United Kingdom. They also had an impromptu 'photo shoot' of the children holding their favourite books.



You might like to... create a dedicated 'reading corner' next to the Gratitude Library and encourage the children to use it whenever they want to read a book from the collection.



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Activity 6: Our Friendship Tree

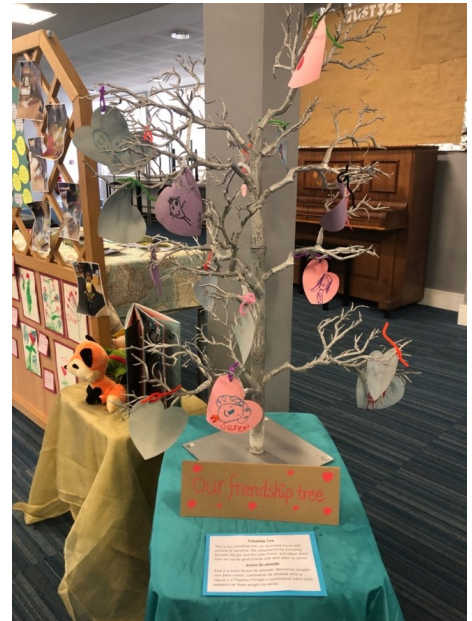


For this activity, the teachers asked the students to create a 'Friendship Tree'.



Directions:

- 1) Give the students heart-shaped pieces of coloured paper on which they can make a drawing of themselves and write down their names.
- 2) Make a tree out of cardboard, tree branches or any other material you may have access to.
- 3) The hearts were placed on the 'Friendship Tree' using red ribbons and the children were invited to look at each other's drawing.
- 4) The activity is aimed at encouraging the children to develop their teamworking skills through collaborating on a group project while completing their own part. This way the students can understand that everyone has a place in the team and an important job to do.



You might like to... experiment with different variations of this activity such as making friendship cards for each other. You can ask the students to write a message for a friend and then add it to the tree together.



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Activity 7: Rose Planting



This activity involves planting your own rose in the school garden so you can all experience together the joy that the Little Prince felt when he first met his rose.

Directions:

1) Introduce the activity to the students by explaining that today you will plant together your own rose. The rose will be part of the school's community and similar to the Little Prince's rose, it will be everyone's responsibility to take care of it.

2a) Gather the children to the school garden and plant your own rose plant. Explain the process to the children and discuss what the rose might need to be safe and strong (i.e. water, soil, vitamins, protection from the wind).

2b) If you don't have an outdoor space available, you can use an indoor flowerpot. Explain the process of re-planting and discuss what the rose might need (i.e. water, soil, access to sunlight and vitamins).

3) Encourage the children to visit the rose and monitor the growth of the rose. They can take photos of the different stages or make drawings.

4) In our participating school, the children named their rose 'Ladybug'. They were very excited to have their own rose and they took great pride in taking care of it. They would visit it regularly and keep it company.



A teacher and a group of students plant their school's rose



You might like to... create a poster of the rose's growth timeline using the children's photos or drawings and discuss the different stages. You can use this activity as an opportunity to talk about how we can take care of our planet; what do we need to do to make sure the planet feels safe and strong?



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Activity 8: Observation Art



The relationship between the rose and the Little Prince offers important lessons about friendship and caring for others. This activity explores the way we see and understand the world around us through participatory reflection and drawing activities.



Directions:

- 1) Introduce the activity to the children and explain that today they will be making drawings of roses. If you have your own school rose you can complete this activity in your school garden. Alternatively if you prefer to work in the art studio, you can use roses placed in vases.
- 2) Organise the children in teams of 4-5 students per table and ask them to observe the roses. What can they see? Can they name some of the different parts? (stems, petals, leaves).
- 3) Ask them to make a drawing of a rose using pastel oils, paint, coloured pencils or markers.
- 4) Place all drawings across a flat surface and invite the whole class to gather around and admire each other's work.
- 5) Gather the group around and ask them to take a seat. Remind them of the Little Prince's special friendship with the rose. In their opinion, what makes it special?
- 6) Our participating school collected all responses and created a beautiful poster with children's reflections about how the Little Prince and the rose may feel. Here are some of their responses:



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

- >> Putting the glass lightbulb on her to keep her warm and the rain off.
- >> By putting water on her.

o How does the rose feel about the Little Prince?

- >> Happy because he looks after her.
- >> Sad because he is leaving the planet.

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



- >> He forgot about her (when he left), and now he's feeling sad.
- >> He misses the rose.



CHAPTER 3: Celebrating individuality, equality and community

Aims & Objectives	Invite students to share personal experiences with each other and find points of connection.
Activities	Activity 9: Journey to another planet Activity 10: World Map

By the end of this Chapter you and your group members will have...

-  Learned about each other's background and family history through interactive mapping methods
-  Shared stories about themselves and their family and reflected on the richness of their classroom

Chapter 3 follows the Little Prince's journey across different planets by inviting the students to imagine their own, special new planet. Through mapping and creative approaches, this set of activities encourages students to think about their unique biographies and their sense of belonging as part of their school's vibrant community.

List of materials

- Marker pens
- Oil pastels
- Black A4 paper sheets
- World map
- Pins
- Ribbons



'Being equal does not mean same', instead we need to focus on our shared humanity and the ways in which it becomes enriched by our different characteristics and experiences



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Activity 9: Journey to another planet



Directions:

- 1) Remind the children of the Little Prince's adventures across the galaxy; his visits across the different planets and the different types of people, animals, and situations he encountered. If you like, you can also use coloured image print outs of the different planets and ask the children to pass them around during the discussion.
- 2) Explain to the students that today you will be embarking on a great intergalactic adventure; you will all be visiting a new planet in your individual rockets.
- 3) Ask the students to describe their journeys; what do they see? How do they feel?
- 4) Once they arrive on the new planet, ask them to go explore and report on what they saw. Did they find anyone else? What does the planet look like? Does it have a name? What colour is it? How did they feel when they arrived?
- 5) Ask the children to make a drawing of this new planet and add a few words about what makes it special? Why would someone want to visit it?



"My planet is a mixture of big and small parts and rainbow colour."

"My planet is rainbow. So many people live there."



You might like to... create a 'new galaxy' with all the different planet drawings. The children can work together to place the drawings next to each other and talk about the differences and similarities between their new planets.



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Activity 10: World Map

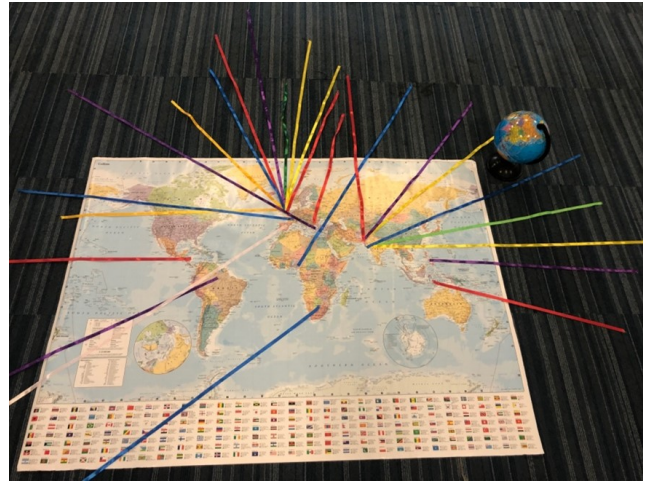


Directions:

1) On a flat surface, lay out a big map of the world and ask the students to share with the group where they were born. As each student responds, ask them to pick a coloured ribbon and place it with tape on the corresponding country.

2) Once all students have participated, ask them to stand up and take a look at their map. Do they have any questions or thoughts?

3) Invite them to think about their map and comment on how 'colourful' and rich their class is and how each person brings something unique to the group that complements their little community.



World Map activity set up during final celebration event.

This activity can be adapted for older students using an interactive question/answer model. Ask the students to respond to a set of questions using post-it notes and coloured pins. Read out one question at a time and ask students to write their answer on a post-it and pin it on the corresponding country. **Questions may include:**

- o Where were you born?
- o Have you ever visited a different place in the UK?
- o Have you ever visited a different country?
- o Have you ever learnt a second language?
- o Have you ever tasted a dish from a different country?






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CHAPTER 4: Celebration and Evaluation

Aims & Objectives	Encourage students to share and celebrate their work with their peers, carers, and families.
Activities	Activity 11: End of project celebration event Activity 12: Galaxy Feedback Wall

By the end of this Chapter you and your group members will have...

-  Celebrated the impressive work, commitment and unique contributions of all participants
-  Reflected on the project as a whole; new lessons, experiences and things that the children enjoyed or would have liked to be done differently
-  Showcased their work and supported a sense of ownership and achievement

Chapter 4 of the 'Primary School Activities' section, offers some examples of celebration and evaluation tools that we developed as part of our project reflecting our commitment to co-creation and participatory ways of working.



If you are able to organise an end-of-project celebration event you might try to include the children's families – this will allow the children to celebrate their work beyond the school environment and offer their families a chance to witness their learning journeys

List of materials

- Marker pens
- Oil pastels
- Black A4 paper sheets
- World map
- Pins
- Ribbons
- Globe





Activity 11: End of project celebration event



As you draw closer to the end of your project, you will have developed a sense of how the children have engaged in the project and what they have gained from their participation. You might find it helpful to organise an end of project celebration event, serving as an opportunity to showcase and share their work with others. This can support a sense of ownership over the activities, strengthen their self-confidence, provide opportunities for feedback and reflections, and most importantly 'invite in' family members to join the school community.



For us as a project team it has been important to share the activities with the school community (i.e. other teachers, parents, community members). Our participating school organised a half-day event during which parents were invited to attend the school and see their children's work. The teachers had prepared a wonderful school exhibition presenting all the different activities, including descriptions and photos of what the children had been doing. They used wooden frames to present the children's creative responses. The event also included two singing performances by the children and a screening of our team's video 'The adventures of the Little Prince in Oxford' (see Activity 2, p. 22). The school had also prepared a buffet with refreshments and snacks. We loved seeing the children show their parents and carers around and explaining what they did during each activity.



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You might like to... include a range of performances and/or activities as part of your end of project's celebration event. One participating school in Cyprus put together a theatrical play inspired by the story of the Little Prince. If you are feeling even more ambitious and would like to share your organisation's work with other schools on an international level, you might like to check out the [eTwinning](#) platform which allows you to upload a description of your activity and share it with other teachers from different Europe countries. There are also other multi-purpose platforms such as Twitter, Facebook, Instagram and so on - but be careful with privacy issues!



Activity 12: Galaxy Feedback Wall



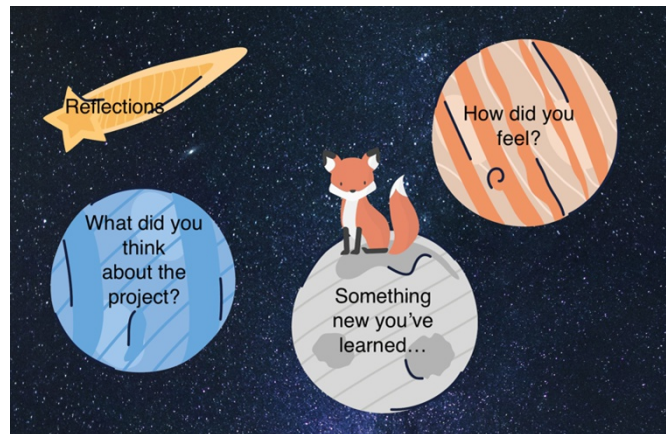
Throughout our project, our team has tried to find ways to gather feedback from the children about their participation and how they felt learning about the Little Prince's experiences. The celebration event marked the end of their learning journey with the Little Prince and served as an important moment for us to witness their creativity, imagination, and enthusiasm in person. We prepared a Galaxy themed feedback wall to collect responses from all event attendees including students, family members and teaching staff. If you would like to set up your own **Galaxy Feedback Wall** you can follow some simple steps:

- 1) Find a 'Galaxy' fabric sheet online – there are so many options, we found one on Amazon.
- 2) Buy star-shaped sticky notes for feedback responses and provide coloured markers and pens during the activity.
- 3) On the day of the event, set a table with all feedback materials (post- it notes, markers, pens and A4 coloured sheets). You can secure the fabric sheet against a wall using tape. Then you can place sticky notes for each group you would like to engage (e.g. teaching staff, children, family members/carers).
- 4) We invited everyone to leave a note about the project. In some cases, we wrote the note ourselves to make it easier and less stressful.
- 5) We got some lovely responses – including beautiful drawings. The children were also asked if they would like to write a little message for the Little Prince or make him a card. We kept some coloured papers and marker pens on the table to encourage the children to join us.





You might like to... include this activity as part of a 'reflection session' with your group. You can include questions about the project, how the children felt and if they would like to share any examples of new things they learned as part of the process (see figure on the right).



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Suggested Activities – Inspired by the interventions implemented in Cyprus	Potential Links with the Curriculum in England	Skills
<p>Suggested topic of discussion:</p> <p>The Little Prince in our neighbourhood and in our school.</p> <p>The Little Prince comes from another place and suddenly lands in our hometown. Students may like to consider the following questions:</p> <ul style="list-style-type: none"> - How does the Little Prince feel? - How do your classmates, the teachers, the principal treat him? - What would you personally do to make him feel part of the team? - How would you support his inclusion? <p>The groups can use creative means (posters, drawings, collage) or digital creative means to present their topics.</p>	<p>Personal, social, health and economic education (PSHE)</p> <p>Citizenship</p>	<p>PSHE – Reflecting on well-being and different forms of care:</p> <ul style="list-style-type: none"> o Develop awareness and understanding of sense of shared community and responsibility. o Reflect on notions of inclusion and belonging. o Understand relationship between socialisation, belonging and emotional well-being. o Develop awareness of notions of ‘care’ and ‘compassion’ towards others and one’s self. <p>Citizenship – Develop understanding of diverse national, regional, cultural, religious, and ethnic identities:</p> <ul style="list-style-type: none"> o Develop a sense of understanding and respect for recognising and celebrating differences. o Explore the different ways in which a citizen can contribute to the improvement of the community.

We hope these examples might have ‘sparked’ some ideas about how you might like to embed the project activities as part of your school’s curriculum and learning objectives. In the following section, we’ll take you through our project’s learning journey roadmap as part of the Handbook’s second section of ‘Activities for Secondary Schools’.






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LEARNING JOURNEY ROADMAP - Classroom Activities for Secondary Schools

As shown in the previous section, our project's flexible approach supports the independent development of activities designed for your specific learning setting and focus (i.e. curriculum subjects of your choice). In this section, we present activities inspired by our two secondary school partners. The activities developed by participating schools were based on the curriculum subjects of English Language, Art, and Personal, social, health and economic education (PSHE). In our handbook, these are marked with a dedicated icon as seen below:



Curriculum subject	Links between curriculum subject and activities
	<p>The project activities supported connections between the story of the Little Prince and the participating school's English Language curriculum units of Poetry and Realism. Using the Little Prince as a reflective lens, the activities encourage students to think about changing relationships with significant others (i.e. family members, peers, community members); important life events; journeys and new beginnings and shared understandings.</p>
	<p>Personal, social, health and economic education (PSHE) is a school curriculum subject in England that focuses on strengthening the knowledge, skills, and connections to keep children and young people healthy and prepare them for life and work. The project activities focused on recognizing and supporting students' well-being through facilitating a safe space for personal expression.</p>
	<p>The activities were influenced by the participating school's Art curriculum framework with an emphasis on supporting students to produce creative work and explore and record their experiences. The project activities embraced a more fluid and imaginative style by incorporating storytelling, dialogue-based activities, and creative responses. Mirroring the 'movement' and exploratory spirit of the Little Prince's story, the activities invite students to reflect on their personal journeys to 'now' through a range of creative mediums (i.e. art and dance).</p>







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The following table presents all suggested Secondary School activities, organised per Chapter, for you to adapt and mix as you like.

Chapter 1: Welcoming the 'Little Prince'		
Activity title	Description of activity	Activity objectives
Activity 1: What is the story about? 	Teachers/facilitators introduce pilot action and introduce the Little Prince's story and key themes.	<ul style="list-style-type: none"> o Become familiar with the pilot action. o Learn about the story of the Little Prince and discuss project focus.
Activity 2: Inspiration Wall 	Students watch a short introductory video about the Little Prince and make notes of words and phrases that resonate with them using post-it notes. They place their notes on a flat wall to make an 'Inspiration Wall' that brings together everyone's favourite words and reflections.	<ul style="list-style-type: none"> o Learn about the story of the Little Prince and discuss project focus. o Create an 'Inspiration Wall' with key ideas, reflections to be used as part of creative activities.

Chapter 2: Seeing things through someone else's eyes		
Activity title	Description of activity	Activity objectives
Activity 3: How do you know? Shared knowledge and understandings 	Students are presented with images of everyday objects, situations or spaces (e.g. a classroom, a rose, a chair). They are asked to reflect on what they think when they see these images and how they 'know' what they are looking at.	<ul style="list-style-type: none"> o Reflect on notion of shared knowledge and understandings. o Support personal reflections on personal family or community values, traditions, and ideas.
Activity 4: Changing relationships 	Students are invited to think about important relationships with others and how these may change over time.	<ul style="list-style-type: none"> o Reflect on important relationships with others and how these may change. o Reflect on idea of investing in relationships, notion of friendship and 'important things in life'.
Activity 5: 'Don't judge a book by its cover' 	Students watch videos about other people's lives. They are asked to comment on the videos and share their thoughts on how we relate and form impressions of others.	<ul style="list-style-type: none"> o Support understanding of perspective, compassion, and empathy. o Share personal experiences and thoughts on judging and being judged.
Activity 6: Conversations with 'an alien' 	Students imagine themselves having a conversation with 'an alien'. They can write an imaginary dialogue between themselves and the newly arrived 'alien'.	<ul style="list-style-type: none"> o Support understanding of perspective, compassion, and empathy. o Share personal experiences on feeling like 'an alien'.



Chapter 3: Celebrating individuality, equality and community

Activity title	Description of activity	Activity objectives
Activity 7: My journey 	Students visually represent their 'personal journeys to now' on a long piece of paper using a range of art supplies.	<ul style="list-style-type: none"> o Encourage creative expression of life experiences and feelings. o Facilitate dialogue and co-creation across group.
Activity 8: Bringing your image to life 	Students retrace their 'journeys to now' using movement and developing a sequence of dance movements in pairs.	<ul style="list-style-type: none"> o Encourage creative expression of life experiences and feelings. o Facilitate teamwork and collaboration across group.
Activity 9: My special object 	Students compose a poem or prose about a symbolic object that is important to them from their personal family history and tradition.	<ul style="list-style-type: none"> o Think about a special object or symbol and produce a poem or piece of prose. o Reflect on sense of national and cultural belonging and share personal experiences.

Chapter 4: Celebration and evaluation




Activity title	Description of activity	Activity objectives
Activity 10: Culture Day Celebration	Students and facilitators organize a 'Culture Day'; an event celebrating different cultures and bringing together the school through music, food, and dance.	<ul style="list-style-type: none"> o Recognise and celebrate individuality while also celebrating group's diverse community. o Share personal experiences and engage in dialogue with each other.
Activity 11: Feedback Circle	Students gather in circle to reflect on the activities and share their thoughts.	<ul style="list-style-type: none"> o Provide feedback and reflect on personal experience of completing project activities. o Create a wish list and plan for future activities.



CHAPTER 1: Welcoming the 'Little Prince'

Aims & Objectives	Introduce pilot action and share the story of the Little Prince.
Activities	Activity 1: What is the story about? Activity 2: Inspiration Wall

By the end of this Chapter you and your group members will have...

-  Been introduced to the project and had the chance to find out more about what it involves
-  Establish link between the story of the Little Prince and key themes of friendship, change, belonging and community, among others
-  Participated in interactive dialogue-based learning activities

Chapter 1 focuses on introducing the story of the Little Prince and explaining the ways in which his personal journey can help us reflect on the world around us. The Chapter presents two examples of incorporating activities as part of curriculum subjects: English Language, Art, and Personal, social, health and economic education (PSHE).



Our school partners found it helpful to look at examples of previous activities (completed during original pilot in Cyprus) and developing their own unique versions. You can adapt, revise, and change our suggested activities to ensure that they meet your group's interests and learning focus

List of materials

- A copy of the Little Prince book
- Presentation for Art and PSHE Subjects
- Presentation for English Language
- Notebooks
- Post-it notes
- Pens



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Activity 1: What is the story about?



Activity 1 is aimed at introducing the project and sharing the story of the Little Prince. You might find it helpful preparing a presentation with key points about the story and including some visuals from the book, selected excerpts, or videos. This will be especially helpful if the students are unfamiliar with the story and haven't read the book prior to the activity. The activity was developed and delivered as part of the participating school's English Language curriculum.

Directions:

1) **Setting up the learning space:** Depending on the size of the class you might like to set up the teaching space in different ways. For instance, you can organize the desks in rows or create a square by connecting all desks together. Make sure that all students are comfortable and that they can easily see the screen/whiteboard.

2) If you decide to use a presentation you might like to check out our presentation examples for ideas – you can easily download both presentation we prepared through the 'List of materials' section. You can use the presentation to introduce the Little Prince novel and explaining the objective of the project as a focus for the activity: *How can the Little Prince help us understand different ways of looking at the world?* Such a question can support their understanding of how literature and narratives encourage our understanding of life experiences and offer us ways to make sense and communicate important life moments. Moreover, this will invite them to consider how stories (whether fictional or real) can allow us to consider different viewpoints, as well as help us realise important things about ourselves and our lives. .

3) Ask the students to share their thoughts on the story; what do they think it is about? You can ask them to work in pairs or write their thoughts in their notebooks, before engaging the whole class. Our participating school showed some images and key words as part of their presentation which prompted some responses from the students about what they thought the story might be about:

- o 'A story about learning from one's mistakes and learning about the world'
- o 'A story about a kid and his relationship with his father'
- o 'A journey of self-discovery'



Presentation Slide Mock Up, 'What is the story about' activity



- o 'A story about isolation and being or feeling isolated'
- o 'A story about friendship'

4) List all responses about what they think the story is about. Now might be a good time to reflect on how the story of the Little Prince supports different 'readings', meaning that as you read the story you can 'arrive' at different understandings. Remind the students that all interpretations are valid and redirect the conversation on the key themes you have selected. For example, our participating school directed the group conversations around issues of sense of self and belonging. After presenting an overview of the story and the key characters, they discussed about the Little Prince being a story about 'being away from home', 'being an alien' and 'trying to understand yourself'.

5) You can complete the activity by asking the students if they would like to share their own experiences of being away from home or feeling like an alien while trying to be themselves. They might like to talk about how they felt when travelling to a new place, changing schools, or moving to a new neighborhood. These can be shared across the group, written as post-it notes or private reflections in their notebooks.



You might like to... ask the students to write a 'diary entry' about arriving at a new planet. How do they think they might feel? What would they expect to find? Is this planet populated? Is it similar or different to Earth and in what ways? They can do that in class or in their own times as a follow-up activity. You can discuss with the students and decide together if they would like to share their diary entries anonymously in class or if it is something they'd like to keep for themselves.



Activity 2: Inspiration Wall



Activity 2 is aimed at introducing the project and sharing the story of the Little Prince. You might find it helpful preparing a presentation with key points about the story and including some visuals from the book, selected excerpts, or videos. This will be especially helpful if the students are unfamiliar with the story and haven't read the book prior to the activity. The activity was informed by the participating school's curriculum subjects of Art and PSHE.



Directions:

1) Our participating school decided to start this activity with an ice breaker; a sharing game used to encourage participants to share something about themselves and support dialogue and connections across the group. They felt such an activity would help the students feel relaxed and settled into a non-teaching set up. The activity engaged a small group of students with an interest in art.



Ice breaker activity: Pass the ball...

- Ask the students to take off their shoes if they wish to and sit on the floor, forming a circle – you might end up having an impromptu ‘funniest’ sock competition.
- Explain the rules of the game: Whoever holds the tennis ball states their name and their favourite creative activity (e.g. dancing, music, art, photography, sports, swimming, eating chocolate, among others).
- Once they have shared something about themselves, they slide the ball to another member of the group who then introduces themselves and their preferred activity. Continue until everyone in the group has shared their favourite thing to do.

2) If you decide to use a PowerPoint presentation you might like to check out our presentation examples for ideas – you can easily download both presentations through the ‘List of materials’ section. You can use the presentation to introduce the project and explain the objectives of the project as a focus for the activity: *How can the Little Prince help us understand different ways of looking at the world? How would we explain our customs and who we are to someone from another planet? How would we make him feel welcome?* You can follow up by explaining that through the story of the Little Prince, the project will encourage the group to reflect on how we understand ourselves and how we see and make sense of our world and others. Artforms such as literature can offer us a range of different ‘vocabularies’ to express feelings and ideas through creativity, imagination, and movement.

3) A good way to provide a summary of the book plot and the key themes is to show a short video. Our participating school decided to share a [fan-made video](#) with visuals from the Little Prince animated film, which offered an overview of the story and highlighted important key messages such as the importance of seeing with one’s heart’.

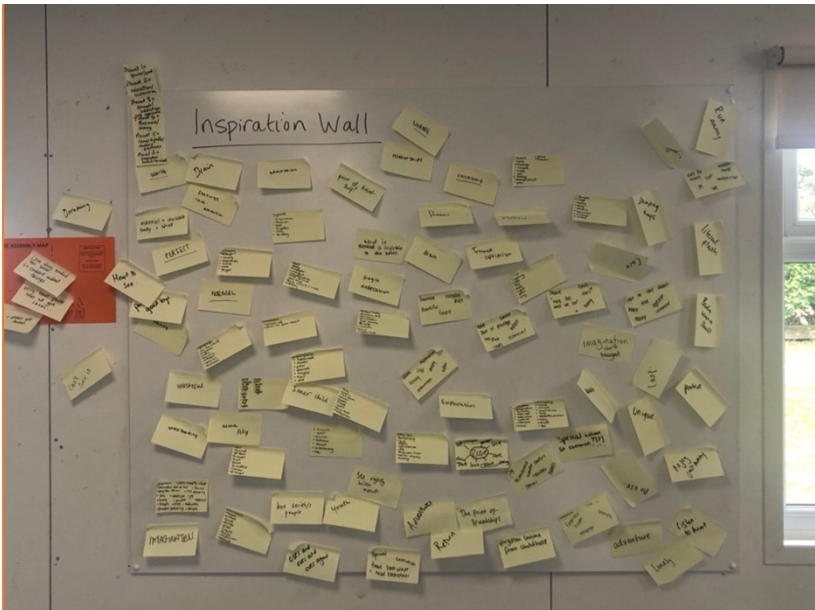


Still from YouTube video

4) Our participating school asked the students to make notes as they watched the video about the story and to write down key words that resonated with them. Teachers handed out post-it notes and pens and students wrote down words or phrases that they felt were important to them.

5) Students were asked to place their post-it notes onto a large sheet of paper pinned on the wall with the words ‘Inspiration Wall’ on the top left corner. They could place their notes in any order or form; all together or scattered across the wall. Working in silence, students added all their post-it notes creating a shared ‘Inspiration Wall’.





'Inspiration Wall' made by students during workshop session



6) Once the students had placed their post-it notes, they sat down in a circle and the teachers asked them to share thoughts about the Little Prince's story and what resonated with them in terms of their lives and own stories. The students talked about what stood out to them:

- o 'The relationship of the Little Prince with the flower'. How they lost an opportunity to connect with each other and 'lost a great love story'. It shows how sometimes when we don't identify with each other we don't meaningfully connect.
- o The Little Prince appreciated other worlds and 'discovered new ways of seeing the world'.






You might like to... decorate your 'Inspiration Wall' with stickers, create a frame or use different coloured sticky notes for a more colourful effect. You can be as creative as you like, the important thing to keep in mind is that this is a private activity and students are not required to share their thoughts. The 'Inspiration Wall' will serve as a source of inspiration for reflection and creative expression during the following activities and students are encouraged to re-visit when asked to think what words they'd like to incorporate in their creative responses.



CHAPTER 2: Seeing things through someone else's eyes

Aims & Objectives	Support understanding of perspective, compassion, and empathy, and facilitate dialogue across the group.
Activities	Activity 3: How do you know? Shared knowledge and understandings Activity 4: Relationships with others Activity 5: 'Don't judge a book by its cover' Activity 6: Conversations with 'an alien'

By the end of this Chapter you and your group members will have...

-  Discussed about perspective, compassion and relationships with others
-  Engaged in a range of dialogue-based and written tasks using their imagination and creativity
-  Shared personal experiences and reflections about important relationships in their lives

Chapter 2 focuses on the Little Prince's relationships with others and invite us to consider how his personal journey can help us reflect on the way we connect with meaningful others.



The story of the Little Prince can be understood as a 'starting point' to try and imagine how someone else might feel while being away from home, leading to wider discussions around migration, mobility, and transitions

List of materials

- A copy of the *Little Prince* book
- PowerPoint Presentation 1
- PowerPoint Presentation 2
- Notebooks
- Post-it notes
- Pens



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Activity 3: How do you know? Shared knowledge and understandings (new activity)



Activity 3 encourages students to reflect on shared knowledge and understandings related to shared and individual customs and cultural traditions. It allows reflections on what we ‘take for granted’ and how we share information about ourselves, our lives, and customs. The activity was developed and delivered as part of the participating school’s English Language curriculum.

Directions:

1) Ask the students to sit down and look around. **How do we know what to do? How would we explain our customs and traditions to someone from another planet? What would they need to know to find their way around? How could we make them feel welcome?**

2) Invite the students to share examples of customs and traditions from their culture or family. What is the tradition about and when did they first learn about it? Do they have any stories they would like to share?

3) You can make a note of all responses or ask students to post their response on a post-it note. This way, you can create a ‘tapestry of customs and traditions’ for you to observe and reflect on the richness of your classroom.

4) Show the students a collection of images with an accompanying question. Our partnering school prepared a PowerPoint Presentation with images and follow up questions. For example, you might ask them: **How do you know that this is a school chair? What do we use it for? Where might we find it? or When you see this image, what comes to mind?**

Activity - What do you think when...

What do you think of when you see this? Why?



Presentation Slide Mock Up, ‘What do you think when...’ activity

5) Invite the students to share their responses in a group discussion setting. Support them as they make the connection between innate ways of knowing that form part of our everyday behaviours and interactions with others.

6) Remind the students that even when looking at the same image; each person might come up with their own interpretation. Each person’s life experiences, beliefs and important relationships define and shape one’s character in a unique way. Even when we share different opinions, it is important to recognize and acknowledge that people see the world differently and that everyone has the right to share their opinion.





You might like to... collate all images and responses in the form of a paper photo book. Students can add more images and continue to add their 'how do you know/what do you think' responses. You can re-visit the photo book during our dialogue-based activities around perspective, and even during discussions about prejudice, stereotypes, and public opinions.



Activity 4: Relationships with others (new activity)



Activity 4 invites students to reflect on changing relationships with significant others (i.e. family members, peers and wider community members). Working with two selected poems, the activity encourages personal reflection on how relationships change; require time and teach us important lessons about ourselves. The activity was developed and delivered

as part of the participating school's English Language curriculum with a focus on the 'Poetry' learning unit.

Directions:

- 1) Introduce the activity and focus on examining two poems to discuss about important relationships in our lives and how these may change over time.
- 2) Draw on the story of the Little Prince to contextualise the activity. You can remind the students how during his adventures, the Little Prince develops and reflects on various relationships with individuals and living creatures such as plants and animals. For instance, the fox teaches the Little Prince a valuable lesson about the meaning of developing deep friendship ties and how to invest in a relationship. As the fox says '**One only understands the thing that one tames**'. The fox's wise words help the Little Prince understand why he loves his rose so much; the time he has invested in looking after her and caring for her, has made her special to him and different from all other roses.
- 3) You can ask the students to think of any relationships they feel are special to them. If they want, they can make a note on their notebooks about what makes these relationships special and what they feel they offer or have been offered in return.
- 4) Introduce the two poems you will be examining through the activity. The two selected poems this activity incorporates is 'Before you were mine' by Carol Ann Duffy and 'Mother, any distance' by Simon Armitage. You can either distribute print out copies to all students or create a PowerPoint Presentation. Our participating schools created an anthology of poems; a printed booklet including a selection of poems that they analysed during their lessons. You can find alternative poems to add or replace, depending on how you would like to focus the activity. The ones selected by our school partners focused on changing relationships and the passing of time. You might like to find alternative poems that explore similar themes or be creative and ask the students for suggestions.



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5) Start working on the first poem. *Before you were mine* by Carol Ann Duffy, is a tribute to her mother after death. Through the poem, the narrator reminisces about her mother and the sacrifices she was called to make. It explores parent-child relationships through the narrator's reminiscing of her mother while looking at an old photo. Read the poem out loud and ask the students to share their impressions.

Suggested key themes:
family relationships,
change, motherhood,
growing up, care and love.

Before you were mine

I'm ten years away from the corner you laugh on
with your pals, Maggie McGeeney and Jean Duff.
The three of you bend from the waist, holding
each other, or your knees, and shriek at the pavement.
Your polka-dot dress blows round your legs. Marilyn.

I'm not here yet. The thought of me doesn't occur
in the ballroom with the thousand eyes, the fizzy, movie tomorrows
the right walk home could bring. I knew you would dance
like that. Before you were mine, your Ma stands at the close
with a hiding for the late one. You reckon it's worth it.

The decade ahead of my loud, possessive yell was the best one, eh?
I remember my hands in those high-heeled red shoes, relics,
and now your ghost clatters toward me over George Square
till I see you, clear as scent, under the tree,
with its lights, and whose small bites on your neck, sweetheart?

Cha cha cha! You'd teach me the steps on the way home from Mass,
stamping stars from the wrong pavement. Even then
I wanted the bold girl winking in Portobello, somewhere
in Scotland, before I was born. That glamorous love lasts
where you sparkle and waltz and laugh before you were mine.

By Carol Ann Duffy (1993) *Mean Time*

6) Our participating school adopted a three-stage approach to reading each poem. This involved:

- **First read** (what is happening)
- **Second read** (identify ideas)
- **Third read** (explore in depth key concepts and details)



7) Encourage the students to re-read the poem or selected sentences as you guide the discussion; what is happening in the poem; what are some key ideas; how do the students feel or relate to these ideas?

8) Invite students to engage in group discussion and share their opinions on what they think the poem is about. *How does it make them feel? Do they ever think about their parents/family members and how they were as children or teenagers? How much do we know about others and how can we find out more about their lives?*

9) Start working on the second poem. *Mother, any distance* by Simon Armitage, explores the importance of a parent when a child becomes an adult and moves out of the family house. The poem is about a son measuring his first house with the help of his mother and observing how she has grown older. It explores transitions and reflects on how parent-child relationships grow and change. Read the poem out loud and ask the students to share their impressions.

Suggested key themes:
family relationships,
change, growing older and
independence, among
others.

Mother, any distance

Mother, any distance greater than a single span
requires a second pair of hands.

You come to help me measure windows, pelmets, doors,
the acres of the walls, the prairies of the floors.

You at the zero-end, me with the spool of tape, recording
length, recording metres, centimetres back to the base, then leaving
up the stairs, the line is still feeding out, unreeling
years between us. Anchor. Kite.

I space-walk through the empty bedrooms, climb
the ladder to the loft, the breaking point, where something
has to give;

two floors below your fingertips still pinch
the last one-hundredth of an inch...I reach
towards a hatch that opens on an endless sky
to fall or fly.

By Simon Armitage (1993) *Book of Matches*

10) You can adapt again, if you wish, the 3-stage reading approach. Ask the students to consider what is happening in the poem; what are some key ideas; how do the students feel or relate to these ideas?



11) Invite students to engage in group discussion and share their opinions on what they think the poem is about. How does it make them feel? Do they ever think about their parents/family members and how they were as children or teenagers? How much do we know about others and how can we find out more about their lives?



You might like to... ask students to come up with their own poem about an important relationship in their life. They can focus on an important event; a memorable interaction or dialogue. What kind of metaphors could they use to symbolise that relationship? What key words will they include?



Activity 5: 'Don't judge a book by its cover'



Activity 5 is aimed at focusing on students' relationships and understandings of others. Combining visual aids (i.e. videos) and dialogue-based process, the activity encourages compassionate thinking and consideration of different viewpoints. The activity was informed by the participating school's curriculum subjects of Art and PSHE.



Directions:

- 1) Remind students of the Little Prince's explorations across the different planets and all the different types of individuals they meet. How are they different? Does any particular individual stand out for them?
- 2) Explain to the students that all the individuals the Little Prince meets serve as symbols; they might represent 'types of individuals'; stereotypes or popular beliefs that we come across. For instance, the businessman can be understood as representing the loss of innocence and appreciation of 'little things'- in life as he is driven by his greed; in doing so he 'misses the point' about the magic found in everyday life such as 'the stars'.
- 3) Encourage the students to share personal reflections drawing from experiences, if they like. In one of our sessions, a student reflected on how the geographer's story is an example of 'how society puts people in a box and they can't get out'. Can they think of any boxes they find themselves being 'locked in' in their lives?
- 4) Ask the students to consider what does the Little Prince learn from all his interactions? In their opinion what were his first impressions when meeting them and why?



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5) Explain to the students that they will be watching two videos: *'Julianne's story'*, a short animation film about the story of a young refugee girl and the trailer from the Hollywood film *'Wonder'*. Show both clips one after the other.



Still from Julianne's Story animation

6) Once you have watched both clips ask the students what they felt when watching these videos. Did they have any thoughts about what was happening in the story?

7) Gather the students in a circle and ask them to consider the following questions:

- o What does it mean to be judged? Have you ever been judged? or judged others?
- o Should we 'judge a book by its cover'?
- o What do you wish others knew about you? What do you wish you knew about others?
- o Who taught you 'right' from 'wrong'?



Still from 'Wonder' feature film

8) Encourage the students to share their personal experiences. If your group of young people prefers doing things in their own privacy you can adapt this activity and ask them to respond using post-it notes and if they wish, to share these with the group. You can also draw examples from the two videos to support reflection; sometimes using someone else's story can take away some of the pressure of having to share one's opinion or create space to make connections with someone else.



You might like to... incorporate a range of media aids, such as songs, photographs or movies. Many movies for children, such as 'Wonder' can show certain acts of empathy, care or compassion in different situations. Similarly, you can narrate or read stories reflecting the importance of being kind and empathetic.





Activity 6: Conversations with 'an alien'



Activity 6 asks students to imagine engaging in conversation with 'an alien' visiting their hometown. Students can write about their dialogue in their preferred mode (i.e., diary entry, travel blog post etc.). The activity was developed and delivered as part of the participating school's English Language curriculum with a focus on the 'Poetry' learning unit.

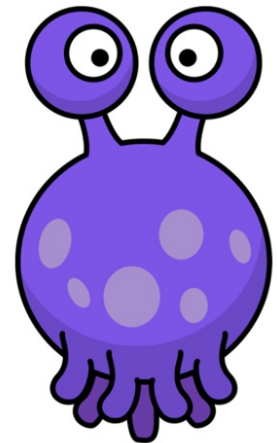
Directions:

1) Ask students to imagine that they come across an 'alien' in their hometown. Where have they met the alien? What does the alien look like? Where did the alien come from? Ask them to make a note of all their responses in their notebooks as they will need the information to develop their written task.

2) Explain to the young people that they can write about an imaginary dialogue with the alien; they can decide what they would like to talk about and in what format. For example, they could write a diary entry about an interesting encounter with an alien visiting their hometown.

3) You can offer some suggested questions to help them think about what they might like to say. For instance, you could ask them the following:

- o How would you describe your hometown to the alien?
- o Why are people behaving in certain ways (i.e., talking on the phone, sitting in coffee shops, stopping at a red light etc.)?
- o What would the alien need to know?
- o How would you make the alien feel welcome?



4) The activity is aimed at supporting students' descriptions of their hometown and ways of life while also thinking about how the alien might feel during his visit.






You might like to... ask the students to complete a follow up activity about whether they have ever felt like an 'alien'. You can ask them to creatively represent their 'alien' form using drawing or collage-making and write a short reflection about why they felt this way. The activity can be anonymous and non-identifying to support private reflections.



CHAPTER 3: Celebrating individuality, equality, and community

Aims & Objectives	Share personal experiences and make connections with others as part of a rich and vibrant community.
Activities	Activity 7: My journey Activity 8: Bringing your image to life Activity 9: My special object

By the end of this Chapter you and your group members will have...

-  Expressed and reflected on personal experiences in creative form
-  Discussed about change, belonging, care and compassion and relationships with others
-  Experimented with movement, storytelling and imagination to co-create as a group

Chapter 3 brings together a collection of activities designed to support student's reflective engagement with their own experiences and unique backgrounds, while reminding them of how they are all part of a vibrant community.



We found that combining open-dialogue activities with creative means (e.g. drawing, dance, film and creative writing) really encouraged the students to engage with the project and share their thoughts with each other

List of materials

- PowerPoint presentation
- Online video links
- Post-it notes and black markers
- White board
- Paper sheet (big roll)
- Individual white boards
- Coloured markers, crayons and chalk (black and white)



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Activity 7: My journey



Activity 7 invites students to creatively represent their 'personal journeys to now' through drawing. The activity incorporates creative responses and a focus on well-being and self-expression to support reflexive responses to key notions of 'change', 'care and compassion' and 'belonging' as explored through the book. The activity was informed by the participating school's curriculum subjects of art and PSHE.

Directions:

1) Introduce the activity to the students and explain that they will be invited to think about and visually represent their 'personal journeys to now' through drawing.

2) Ask them to think about important changes, life events that hold special significance, relationships with others or important objects and places in their lives. They can also think about what they have learned through the project and make connections with some of the **key concepts** of 'change', 'care and compassion' and '**belonging**' as part of their creative response.

3) Invite the students to gather around the 'Inspiration Wall' (see activity 2, p. 48) so they can select and write down some key words to incorporate in their creative responses. There is no limit to how many words they can use; after all there is no limit to their inspiration!

4) Set up the space for the activity. You might like to ask the students to help prepare the space. Some might help with rolling up a large sheet of paper across the room, whereas others can lay out the arts supplies for everyone to pick.

5) Although students will be working alongside, the activity is a very private one. The students can create without the expectation of explaining what their story is about. Our participating school decided it was important to clarify that to the students so they could feel free to express themselves in any way they wanted without the expectation of having to show their work or feel evaluated.



Students creating their own drawings as part of collective creative response activity





Participant-produced drawing

6) Feel free to put on some music in the background or encourage the students to put on their headphones and listen to their own music. You can join the activity yourself; this way you are part of the activity as an active producer instead of an observer.

7) During the session, ask the students to use their selected keywords from the 'Inspiration Wall' as guidance and inspiration prompts. You might also like to remind them the key words you have been using as part of your discussions

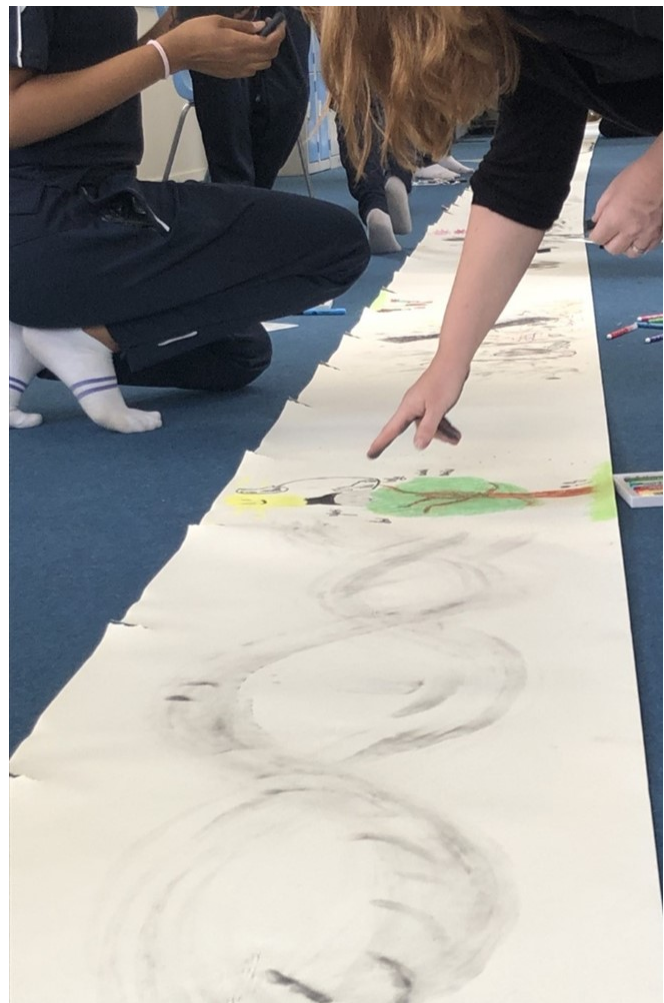
(e.g. change, care and compassion, relationships and belonging).

8) There is no fixed duration for this activity; it can take as long or as little as you wish. Once the students feel happy with their drawings ask them to 'pause'. During the 'pause' phase, they can stand up, walk across the space and observe their peers' drawings.

9) Ask them to look closely: Can they note any similarities or differences? Perhaps some have used same colours or patterns? Are there any repeated keywords or symbols across their artwork? Explain to them that although each artistic response is unique, you might be able to find connections across the group. As the Little Prince realises during his adventure, we are all connected and defined by the differences and similarities that bound us.

10) Ask the students to create links between the different drawings. They can do that by using their hands or adding lines. During one workshop, participants used their palms to create a connecting line between two drawings (see figure on the right).

11) Gather around the students and thank them for the important contributions. Make sure you keep the sheet of paper safe as you will be needing it for the next activity.



Creating 'lines' between participants' drawings



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You might like to... take photos of the students' drawings. You can use them in a follow-up reflective activity asking them to write a private reflection in their notebooks about what their drawing means to them.



Activity 8: Bringing your image to life



Activity 8 builds on Activity 7 and introduces movement to the students' creative responses of their 'personal journeys to now'. Through working in pairs, students represent their drawings in dance form by mimicking patterns, transitions, and symbols with their bodies. The activity was informed by the participating school's curriculum subjects of Art and PSHE.



Directions:

1) Ask students to stand in front of their visual piece, to examine it closely and select aspects to bring to life. For example, they might select a key word, colour or a pattern (e.g., zig zag lines, loop etc.). They can also use some of the words they selected from the 'Inspiration Wall' (see page 48).

2) They can 'trace' the picture in the air using different body parts (e.g. nose, head, elbow, finger, knee, hips)

3) Ask them to find a partner so they can develop together a sequence of movements that will represent the key concepts of 'change', 'care and compassion', 'belonging' and 'relationships'.

4) Once the students have found a partner ask them to imagine the first word 'change' and represent it with their bodies.

5) Encourage their imagination and confidence to try new postures by offering questions and suggestions. For example:

- o How would they respond to change?
- o How does 'change' feel?
- o Where in their body can they feel it?



Image of students representing 'change' in relationships through moving in different relationships



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6) Remind the young people that this is not a performance nor a choreography; it is fluid and does not need to be rehearsed or perfected. This is a safe space to explore some key ideas through creative means such as body movement.

7) As you introduce each key word, ask the students to think of a physical representation and add follow-up questions reminding them of the relationship between their feelings and embodied responses.

8) Once you've shared all your selected key words they will have a sequence of movements. Depending on how comfortable they feel you can ask them if they would like to share their sequences in front of the group.



You might like to... ask the students if they would like to come up with a title for their sequence of movements (e.g., Change) and write down on a piece of paper (just for them) the meaning of their movement so they don't forget.



Activity 9: My special object



Activity 9 encourages students to think about important objects, symbols or activities in their life that make them who they are. The activity was developed and delivered as part of the participating school's English Language curriculum with a focus on the 'Poetry' learning unit.

Directions:

1) Introduce the writing activity to the students and explain that they will be asked to produce a poem or a piece of prose about a 'special object'; this may be an object, an activity or a person in their life that has shaped who they've become.

2) Ask students to think how their chosen other has symbolic meanings about their life and identity. Ask them to consider: *'How does it relate to you? What makes them, you?'*

3) Our participating school delivered this activity in class and students used their notebooks to write down their reflections on various important others including colours or symbols of national flag, religious symbols (i.e., cross) and activities that are part of their identity (i.e. art and music).

4) Ask the students to share their responses in class and remind them how each person has a unique significant other.




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Music

Music is everything I could need. It is like a comforting person,
In your deepest moments or your happiest moments.
When your mind is surround you with your thoughts,
You play the music louder to get them away. It's like the key to your
emotions. The beauty of the songs, taking you away into another world,
You could hear it a hundred times. You feel like it's hugging you,
wiping your tears away. Breaking away in like an ocean.
Sometimes music is the only medicine the heart and soul needs,
When you put your headphones on and the music plays,
Suddenly you're in your own world, You can't
hear anything but the music.



Example of student's reflection



You might like to... combine this writing activity with a creative session.




You can ask the students to take pictures representing their special objects and host an in-classroom exhibition.



CHAPTER 4: Celebration and Evaluation

Aims & Objectives	Review, evaluate, and celebrate project experiences and key learning moments.
Activities	Activity 10: Culture Day Celebration Activity 11: Feedback Circle

By the end of this Chapter you and your group members will have...

-  Co-developed a celebration event showcasing the richness of your community
-  Reflected on the activities and provided feedback on their participation
-  Created a 'Wish list' of future activities to complete!

Chapter 4 introduces a set of activities that can allow your group to further reflect, celebrate and evaluate your project experience.



As you focus on completing your project it is important to make time to reflect: What worked well and what didn't? What did the students enjoy? And what could you have done differently? Equally, what next?

List of materials

- Stalls
- Arts and craft resources
- Headphones
- Flags
- Feedback cards (add link)
- Flip chart/poster and markers



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Activity 10: Culture Day Celebration

Whether you are implementing the project across a whole school, a specific year class or a small group of young people, you might like to plan an event to bring together all involved participants and offer them the chance to share something from their own life and family background with their peers. One of our participating schools shared with us insights from their very own **Culture Day**; a school event celebrating the school community's different cultures through food, music, dance, and dialogue. We'd like to present it as part of our Handbook as a celebratory activity that you might like to plan by following these simple steps:



1) Engage the students and actively involve them in the planning of the event; what would they like to do? What is the event about? Do they have any ideas? Can you pick a theme? For example, it might be about 'celebrating differences that bring us together' or 'learning about each other'.

2) If you would like to organize such an event you first need to think of a suitable venue. You might need adequate space for different stools/tables to serve refreshments, food and host arts and craft activities (e.g., poster making, drawing, card-making).

3) Make a list of all the different activities and ask students if they would like to volunteer as an activity leader; this way they will be directly engaging in the planning of the event.

4) You can also organize a parade during which all students will march across the school wearing their national dress and holding their country's flag.

5) Invite the students' families so they can join the event. You might like to create a separate session for family members and include some food, perhaps a family picnic?

6) Ask the students if they would like to share their work during the event. This might be a good opportunity to showcase the student's work produced during the project activities, if they wish so.



You might like to... combine this activity with other national or international events. For example, if you are based in the UK you might like to coordinate your group's 'Culture Day' with Refugee Week, an annual festival celebrating the contributions, creativity and resilience of refugees and people seeking sanctuary across the UK. You can access the Refugee Week [website](#) for free resources and event ideas to support your own activities. Additionally, you might like to create an event celebrating African American history during Black History Month and develop a learning programme including watching a documentary, making a black history timeline, or reading a book written by a Black author.





Activity 11: Sharing Circle

Checking in with students and making sure they are enjoying and meaningfully participating in the activities is a central focus of our pilot action's participatory approach. The feedback circle brings together our project's commitment to supporting self-expression and facilitating reflection and evaluation as embedded in the activities. You can use this activity towards the end of your project or repeat at different stages; this way you will have an understanding of what is working and what can be further improved. Here we present some simple steps for you to lead the 'Feedback circle' activity:

- 1) Ask the students to gather around on the floor. You can prepare the space and place cushions for them to feel more comfortable.
- 2) Introduce them to the 'Sharing circle'; a safe space where they can talk about the project, their favourite and least favourite moments, key lessons they've gained and realisations they've made as well as how they have felt throughout this process.
- 3) You can start the sharing process by answering yourself the first question: List one thing you've enjoyed and one thing that could have been different. You can prepare a list of questions and introduce them yourself as each student responds. Once everyone has responded you can ask the students to ask their own questions to each other.
- 4) If your group enjoys card games, you can adapt this activity and incorporate cards; create a pack of coloured cards with a question each. Every student draws a card and has to respond before the person sitting next to them continues.
- 5) Some questions you might like to include might be:
 - o What have I liked the most about the project?
 - o What do I wish could have been done differently?
 - o This project has made me feel...
 - o A future activity I would like us to do would be...
- 6) Although your project might be coming to an end, there is no need for the creativity and fun to stop! An engaging way to co-create with young people and think about future activities/project ideas is to create a 'wish list', this way they can write down potential ideas of activities they would like to do, and you can work together on making them possible.



You might like to... combine this activity with additional evaluation materials. For example, you might create feedback postcards and ask students to complete them or create a 'feedback podcast' and invite students to share their feedback through voice notes before mixing them all together.



Thank you very much for your attention!

We hope that our Handbook has been helpful in setting in motion the co-creation of your own project. The most important point to take away from our handbook is that the project you decide to develop should be centred around the interests, aspirations, and ideas of the children and young people involved, and can offer a range of learning and self-expression pathways.

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