



R.E.S.P.E.C.T.

Constanta, Romania 01.03.2019 - 31.08.2019

The context:

A fundamental responsibility that all human beings must bear is for our earth. Our resources are finite, and humans have been consuming them for centuries and even faster than they can renew themselves. This has reverential effects on the climate and will make life on our planet even more difficult. It is important, above all, to show the younger generations that our actions have consequences. Sometimes environmental awareness is not yet fully developed. People think of short-term solutions and less about the consequences for future generations. It is therefore more important to deal with the topic and actively take responsibility on the spot.

Objectives of the project:

1. Raising the awareness of multicultural learning in promoting respect and tolerance among people and environment, for 2 ESC volunteers and children and youngsters from 2 schools in Constanta.
2. Improving independent life skills and ability to organize, for 2 volunteers, in order to increase their future employment chances.
3. Increase the level of information of young people in Constanta and the partner organizations regarding the volunteering opportunities of the Erasmus + ESC program.

The European volunteers brought their point of view among environmental issues, which will refresh the activities that are already done in this matter at local level.

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1. COLLECTION OF ICEBREAKERS, ENERGIZERS AND SHORT GAMES

1.1 the steps game

- all children stand in one line next to each other
- if they can answer a question with yes, they can make a step forward in my direction

Questions:

- I have a big brother.
- I have a dog at home.
- I am still tired.
- I like mathematics.



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1.2 Ping – Pong

- Part children in two groups
- One group is PING the other is PONG
- When I point at Ping and say Ping they must jump, the same is for Pong
- When I point at Ping and say Pong, no one must jump
- If someone jumps, they must change teams

1.3 rock-paper-scissors variations

a) rock-paper-scissor as an evolution

- everyone starts as a fish (makes the movement)
- the winner of the first battle turns into a frog
- the loser stays a fish until he wins
- you can only battle with your kind (fish with fish, frog with frog)
- do your movement to find your next battle partner
- evolution = fish – frog – rabbit – owl – monkey -human

b) normal rock-paper-scissors

- first loser stays behind the back of the winner and follows him to his next battle to be his cheerleader (shout the name of the winner, motivate him/her)
- all the losers line up behind the back of the winner

c) rock-paper-scissors in two teams

- use different movements (rock = wizard, paper = muggle, scissors = snake)
- both teams make a secret decision and perform their chosen movement at 1...2...3!!!

1.4 all red socks

- sit in a circle
- on person in the middle says something that can be true about the participants, for example: I wear red socks.
- everyone with red socks must find a new chair
- the person from the middle tries to get a chair

1.5 dance your name

- stand in a circle
- first person says their name and does a movement
- second person repeats first person's name and movement and adds own name and own movement



2. CONTENT CONNECTED TO THE PROJECT'S TOPIC WITH REFLECTION

Nowadays, it is not only important to acquire knowledge and to prepare for a job. If we want to live together fairly and peacefully, learning to take responsibility is just as important.

To treat each other respectfully is a big responsibility we have within a community. To interact every day, we communicate in different ways. Communication and language have a great power and can also be very hurtful, therefore everyone has a great responsibility to use it meaningfully. Part of the work aimed to address non-violent communication. The volunteer-led comic project tries to provide students with a creative way to express their own experiences.

2.1 Communication games

1. task: stand in one line next to each other arranged by size WITHOUT speaking (only gestures) one side of the line is the tallest and one side the smallest

- arranged by age, oldest - youngest
- arranged by the first letter of your name, A – Z

Questions:

- was it difficult? What exactly?
- which one was most difficult?
- How did you managed to do it finally?
- which ways did you use to communicate?

2. task: body language game

Only follow my commands! (I also do the movements)

Touch you had.

Stand up.

Clap your hands.

Touch your nose.

Clap your hands.

....

Touch your nose. BUT I TOUCH MY MOUTH. □ some children will follow my body movements not my verbal command.

- Discussion why is that?
- Explain the impact of body language as an important part of our communication

3. task: pieces of paper with different words for example car

1. round: explain word with speaking

2. round: explain the same words with mimic

3. round: only use sounds to explain the same words

➔ Feedback for this lesson: every child can give their feedback with one word, one gesture or one sound

Reflection: It was difficult to explain the 3. task to them. I underestimated the language barrier. We ended up simplifying the game a bit by not reusing the same words. We just played 3 rounds with different words each time and asked them with round was most difficult and why.

2.2 Imagination task

What do you imagine the universe to look like?

10 minutes to draw

Material: watercolors, brushes, small white papers

- ➔ Make a big collage
- ➔ Share creative imagination and actual facts about the universe

2.3 Expressing emotions

- choose a dixit card that shows how you feel today

- show your card to the class, say your name, your emotion and why you choose this card

Variation:

- Pick a piece of paper with an emotion in Romanian and English
- Choose a card that shows this emotion
- Present it to the class

Learning aim:

- Establish the project time as a safe space by setting some rules like listen to each other and don't laugh
- Experience that it is okay to talk about your feelings, but it is also okay if you don't want to talk about it
- Experience the diversity of emotions, but also find similarities with your classmate about how you feel
- Learning a new visual way to show your feelings
- Learning about the importance of finding out about your feelings and expressing them to others
- Feeling relieved and lighter after talking about it

2.4 What makes is comic?

- showing examples of comics
- collecting the characteristics: starting point – problem – solution; panels, characters, plot, speech & thought bubbles, special sound effects, colors, jokes, adventure...

2.5 Turning a short story into a comic

- reading the story
- making paragraphs
- drawing one panel for each paragraph

2.6 Secret Comic

- repetition of the characteristics of a comic

1. start story with all kids in the 1. row (whisper to their ears)

They have 2 minutes to draw what I told them and to think about how to continue the story

2. the child from the 1. row turns around and whispers to child in the back how it goes on

2. child has 2 minutes to draw and to think how to continue the comic

3. every group presents their pictures and story in front of the class (speech practice, improvisation)

4. feedback about the story itself and the presentation after every group

Learning Aim:

- working as a team
- handling time pressure and multitasking
- improving presentation and improvisation skills



2.7 Your own comic

- collecting topics out of the lives of the students
- forming groups
- writing a short story
- making paragraphs
- drawing one panel for each paragraph
- placing all panels on a poster
- presenting the comic with different ways of communication (voice, sounds, body language, the pictures)



2.8 Meditation & Planting

- Meditation instructions: close your eyes – inhale and exhale deeply three times – you see a door – you open the door and step inside the room of your dreams – there is a pot where you put in seeds – imagine one thing that you really truly dream of – imagine you already have it – how are you feeling then – the flower grows – you go out of the room -close the door – you are in the school -breath -open your eyes
- Write down your wish/ dream on a little piece of paper
- Put the piece of paper in an empty plastic cup from home
- Put earth on it and seeds
- Water it ☐ flower will grow, reminds you of your wish, so you will focus more on it and it will come true

Learning Aim:

- Taking time for yourself and find out about your dreams
- Experience a meditation
- Learn about simple planting
- Learn how to take care of a flower (and your dreams)



Reflection: I remember how surprised I was about the planting part of this exercise. Many children did obviously not know how to put seeds into soil. Some even told me, that they never planted something in their life. So it was a very new experience for them. I could imagine that the meditation was new to most of the children too. Even though some of the children might had trouble to focus and take it seriously the first time, I think it might was an important experience to which they will maybe think back after some time. This exercise itself might be like little seeds that we planted in the heads and hearts of the students and one day they will remember how to plant flowers or how to meditate to take care of themselves.

2.9 Endangered animal memory

- Photos of different endangered animals printed each twice
- All pictures are upside down on a table
- Children must find matching pairs
- After the game: “Why did I choose exactly these animals?” “what do they have in common?”
- Explaining the reasons why they are in danger to be extinct with some examples

Reflection: We used this game to start a conversation about the human impact on earth. The children and teenagers seemed affectioned about the animals and when they discovered that all these animals are in danger to be extinct, mainly because of human behavior, they looked touched. This game is a bit shocking, first playing innocently an animal memory and then telling the children that most of these animals are dead, but the reality is shocking like this. This seemed to make them stop and think and was useful as a introduction into the topic of environmental awareness.

2.11 Plastic

- show children a peeling, shampoo, sports t-shirt, plastic bottle, a rubber band and ask them what they have in common
- power point presentation about plastic
- quiz to test their knowledge
- movie that shows students from Hawaii doing beach clean ups
- discussing the movie
- promoting opportunities in Constanta to take responsibility and be active

2.12 Upcycling

- turning milk boxes into wallets
- painting on stones



2.13 worksheets

- thinking about our own impact and what we personally can do to protect the environment

2.14 Summer school activities

- Origami Box as a Box of Happiness
- write down moments of joy on a little piece of paper and keep it in your box
- after a while or when you are feeling down you can open it and remember these memories

Learning aim:

- Practice the fine motor skills
- Learning a method of awareness and reflection
- Focusing on the positive parts of your life
- Part of selfcare

Chocolate Session

Learning aims:

- Kids are crafting their own chocolate book
- trains the fine motor skills
- Because they can design it the way they like they are more connected to their book, want to fill it out
- Learning about the cacao tree, harvesting and production steps, countries that produce cacao and where there are on the map
- Tasting different types of chocolate with all senses and taking time, being more aware, value chocolate more
- Rating chocolate as a group and learning that different people can have a different taste, accepting different opinions
- Learning about the meaning of fair trade and the symbols
- Trying out self-determination learning, they choose what is important to them and what they want to write down
- Becoming curious about where our food comes from and how it is produced
- Hopefully recognizing Fairtrade signs in the supermarket in the future and making responsible purchasing decisions

Reflection:

- We did every station together as one group
- They did not have to move around from station to station, so it was stiffer as planned. Maybe next time I would still prepare the different station at different spots on the school yard, so the kids really notice when they solved one task, because then we must move to the next place-
- They were not as independent. Originally, I planned to only supervise the station with the chocolate tasting and let them do the other stations on their own, so they would get more autonomy and would feel more involved.
- On the other hand, with a small group it was possible to make sure they really understand the tasks and to have a conversation with the children together
- Good opportunity to improve my improvisation skills and I think I did a good job. I was very well prepared but also able to adjust. For example, I left some Stations out to have more time for others. And the Kids seemed to like the topic and according to their personality I think everyone found a part of the activity interesting and fun.

Station A: Chocolate Tasting

1. Draw a table like this in your book.
2. Taste one piece of each chocolate and fill out the table one after another.
3. Add one other chocolate to the table at home.

Kind of chocolate	Percentage of cacao	Other ingredients	countries of origin	manufacturing country	Your points (1-5)
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My favorite chocolate is , because !

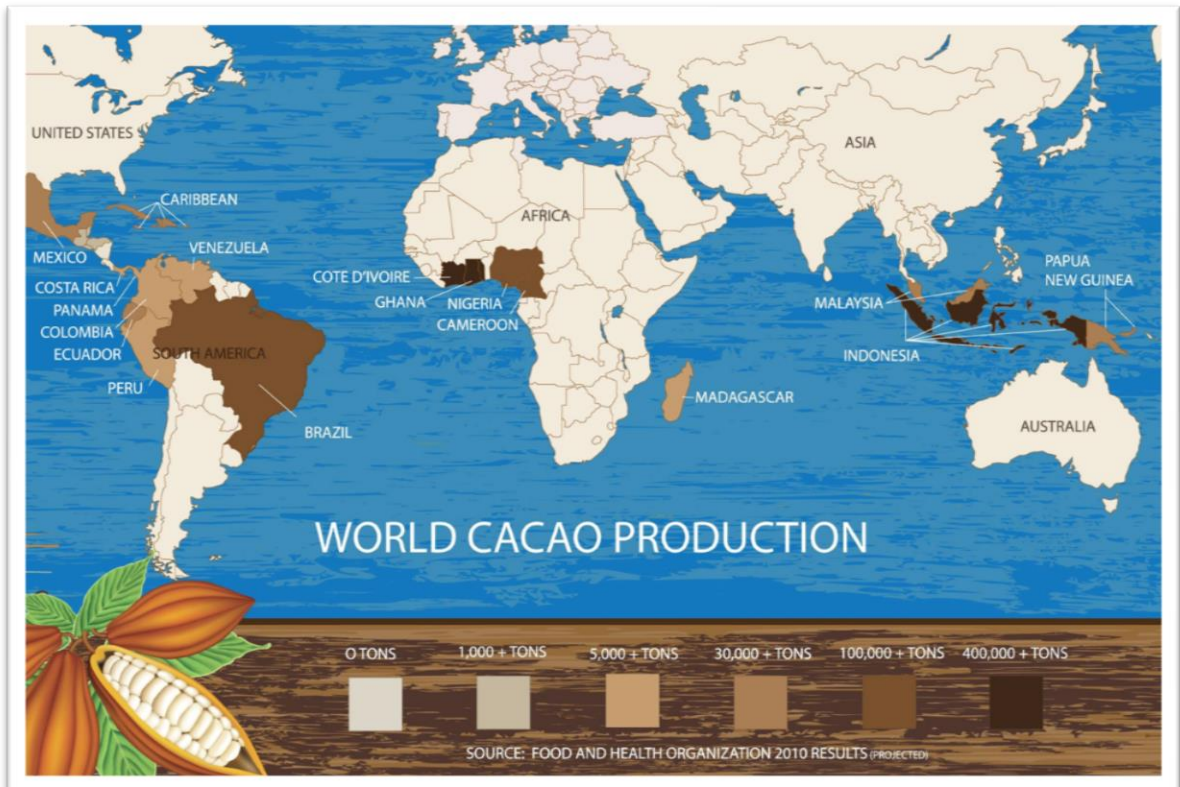
Station B

1. Read the text and write down (at least) 1 fact that is interesting to you.
2. Draw the cacao tree and beans!
3. Draw a map with the countries that produce cacao or write down the countries.

Where does Chocolate come from?

- ☞ Chocolate is a product of the cacao bean (also known as a cocoa bean) which grows in pod-like fruits on tropical cacao trees.
- ☞ Ground up and roasted, cacao beans are the all-natural raw material for the chocolate we love. Most of the chocolate we eat has its roots in Africa, which generates about 70% of the world's cacao beans.





Station C

1. Write a Chocolate Poem in your book. Use all the things that come into your head when you think about chocolate.

Name: _____

Chocolate Acrostic Poem

C _____

H _____

O _____

C _____


O _____

L _____

A _____

T _____

E _____

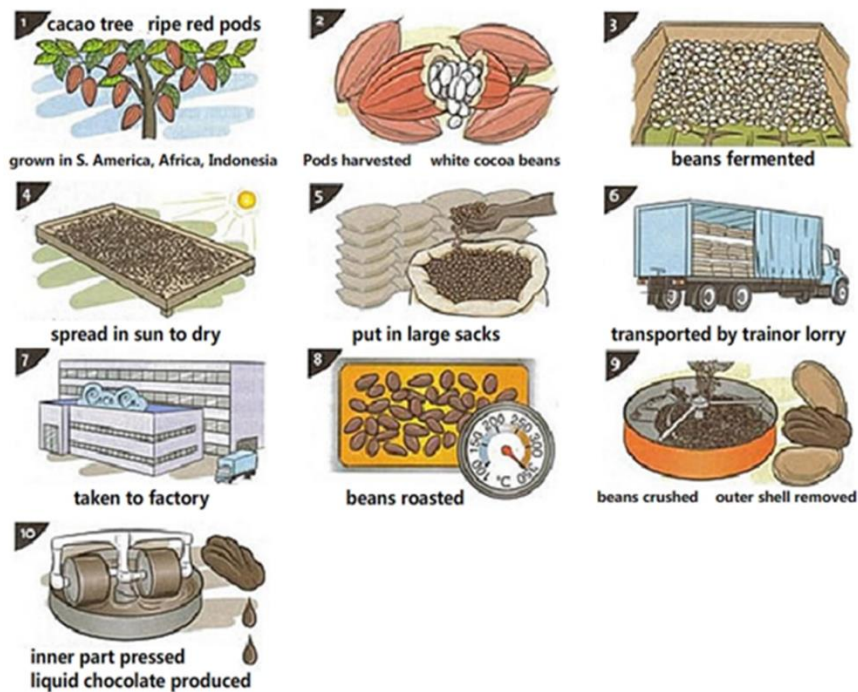


Station D

1. Get the steps of the chocolate production in the right order.
2. Go to Helena to get the correct answer.

Cut in pieces:

The illustrations below show how chocolate is produced.



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Station E

1. Look at the pictures and find out what Fair Trade means and why it is important.
2. Write 3 reasons why it is important in your book.
3. Go to the Chocolate Tasting Station and look for Fair Trade signs on the packaging!
4. Cut out 1-2 Fair Trade signs and glue it in your book.
- 5*) Draw some Fair Trade signs.



Station F

1. Everyone takes one quiz question and reads it out to the group one after the other.
2. Answer all the questions. Write the answers in your book.
3. Go to Helena to get the correct answers.

1. The Mayan and Aztec peoples used cocoa beans not only to make a delicious drink but also as:

- a) medicine
- b) money
- c) present for gods

2. Which European country was the first to enjoy chocolate?

- a) England
- b) Germany
- c) Spain

3. The first European chocolate shop opened in what city in 1657?

- a) London
- b) Paris
- c) Madrid

4. Xocolatl, the Aztec Nahuatl word from which we get the word chocolate, translates to:

- a) drink of the gods
- b) bitter water
- c) golden water

5. How many cacao beans does it need to make 450 grams of chocolate?

- a) 100
- b) 400
- c) 300

Answers:

1. b) money

Cocoa beans were extremely valuable and were used as money in Aztec and Mayan society.

2. c)

Cocoa beans went first to Spain, possibly with the Spanish explorer Hernán Cortés, who would have taken them back from his travels to Mexico in the 1520s.

3. a)

The first chocolate house, which was like a café, was opened by a Frenchman in London in 1657.

4. b)

Xocolatl translates to “bitter water.” The original drinking chocolate made by the Mayan and Aztec peoples was unsweetened.

5. b)



Fridays for Future

I also started Fridays For Future in Constanta. It is a student strike and protest movement that tries to put pressure on the politicians to make environmental issues a priority in their decisions. We notified the City Hall and did multiple meet-ups with an exchange of information, games, drawing protest signs and promoting the movement. One day Greenpeace Romania asked us to be a part of where Rainbow Warrior event in the port of Constanta. After several meetings and connecting with FFF from other cities in Romania we took part in the event. We represented the movement, talked to local students, did the milkbox wallet workshop and had a protest in the end. I feel proud of this personal project and hope local students will continue with it.



