# YOU, ME AND AFLATOUN: Developing a Positive Sense of Well-being and Identity

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Activity 25  NATURE AROUND US

Before the session, be sure to plan your Nature Walk in advance. Make sure you select a route that is safe and where the children can find interesting things to look at and touch (different types of animals or insects, trees, flowers, etc).

If possible, ask some community members who take care of trees and plants in the neighbourhood to come and explain to the children what they do for the plants to make sure they grow and stay healthy.

START: (10 minutes)
1. Explain to the children that the neighbourhood is special not just because of the people and the places, but also because of the natural resources around it.
2. Give examples of the natural resources available in the neighbourhood.
3. Inform the children that they will be going on a Nature Walk. Again, remind them about safety and the rules they must follow when going outdoors as a class. Ensure that there are enough adult chaperones for this activity.

LEARN: (25 minutes)
1. As you walk, point out interesting animals and plants, and encourage the children to do the same. Invite a discussion by asking them what they know about these animals and plants.
2. Go to an area in the neighbourhood with lots of trees, and ask the children to pick a tree.
3. Encourage them to explore the parts of the trees. Ask them what they see.
4. With older children, ask:
   - Why do you think it is important to have trees?
5. Have the children stand beside their tree. Focus on the tree's roots, and explain how they hold the tree to the ground. Draw on the similarity of the tree's roots and the children's feet. Next, ask the children what other body parts they have that are similar to the tree? (Branches and arms, stomach and the trunk, skin and bark).
6. Explain that plants are alive, and that they need care and respect.
7. Inform them that their trees are important because it is special to their community. It helps give us shade, helps provide energy, and makes us healthy.
8. If you have managed to involve some community members who take care of trees and plants in the neighbourhood, ask them to now explain what they do for the plants to make sure they grow and stay healthy.

Explode that plants need water just like us: using a bottle of water, show the children how to water the tree and explain that this is the way plants drink. Share the bottles with some children, and encourage them to water the trees as well.
Activity 25  NATURE AROUND US

REFLECT:  (10 minutes)
1. When you return to the classroom, have the children sit in a circle, and read the story, ‘Our New Planet’, to them.
2. Ask the children:
   - Why was the new planet not for the children?
3. Give each child a sheet of paper, and have them draw their own new planet and to include the things that they would put there. (If resources for drawing are limited, bring some items to class that they can choose from for the new planet and have the children select the items they want in their new planet.)
4. Have/help them write their name on the back of their paper, and place their ‘New Planet’ drawing in their Aflatoun Journey Box.

FAMILY ACTIVITY:
Ask parents to help organise a tree planting activity. Have the parents discuss amongst each other what trees can be planted, where they should be planted, and how they can get the trees. Do the tree planting together with the children.

Me and My Community: Living and Working Together
Module 7  I Am Part of a Community
The Bugabus were very happy when their big spaceship landed on the Planet Overder. Finally, they had found their new home.

“Let’s first find out if it’s safe here on Planet Overder,” said an elderly Bugabu.

The older Bugabus breathed in the air. They waded in the river. They tasted the fruits of different trees and plants. When they were sure that it was safe, they began to build a new city.

The experts held a meeting. There was an expert for bridges. There was an expert for buildings. There was an expert for cars. There was an expert for houses. They made plans for the new city.

After consulting all the experts, the older Bugabus began construction.

When they finished building the city, everyone was amazed. Everyone admired it. Everyone was happy.

Everyone, except the children. Do you know why?

There were only a few schools for children. They were all very high and very crowded, and they were so far away from where the children lived. There were also not enough playgrounds. And the playgrounds were too near the roads. Because there were so many tall buildings, the Bugabus children hardly had a chance to play under the warm sun or bathe in the rain. They could only play their games on the computers instead of on the streets, so they felt no sense of joy while playing them. They couldn’t climb trees and pick fruits because there were machines to do this job. Children who were differently-abled could not do what they wanted to do because they were always inside the house or school. And above all, there were so many rules!

“Where did we go wrong?” asked the experts of the bridges, the buildings, the roads and the houses.

“Let’s ask the children,” they thought.

The experts learned a lot when they talked to the children. The children had many ideas for building a new city. Most of all, the experts learned to listen to the children, and think of their needs when they planned the city.

With the help of the children, the experts fixed the city. The children Bugabus and the older Bugabus all celebrated when the city was finished. From then on, life was happy and peaceful on Planet Overder. Whenever there were new projects concerning children, the experts always asked for the children’s opinions.