

# THE SEEDS HANDBOOK



The "Grow from Seeds Project", Intercultural Education in Primary Schools is funded by Erasmus+ KA204 under Grant Agreement 2017-1-IE01-KA201-025692  
[www.growfromseeds.eu](http://www.growfromseeds.eu)

This publication has been produced with the support of the Erasmus+ Programme of the European Union. The contents of this publication are the sole responsibility of the partnership and can in no way be taken to reflect the views of the National Agency and the Commission.

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# INTRODUCTION

Grow from Seeds project intends to provide a programme designed to foster intercultural dialogue in Primary Schools recognising European Parliament priorities to address anti-social behaviour through social cohesion and inclusion, active citizenship and the empowerment and participation of pupils. The methodology used to deliver this education programme adopts multiple strands of Creative Drama, storytelling and performing arts which are proven to be highly motivating, multi-sensory and active learning tools. The Seeds Workshops Handbook is one of a number of resources developed by the "Grow from Seeds" project funded by Erasmus + and involving organisations from Germany, Ireland and France.

## 1.1 WHAT IS IN THE SEEDS WORKSHOPS HANDBOOK?

### THE SEEDS WORKSHOPS 1-7

These workshops are included in this handbook. The Seeds workshops are seven drama based experiential workshops designed to investigate and explore the themes of; social inclusion, social cohesion, active citizenship and empowerment.

### THE GROW WORKSHOPS 8-10

These workshops are included in separate "Grow to Show Play Handbook" and designed to facilitate and encourage participants to engage with storytelling techniques to create their own unique story/play and a collective group story.

### THE SEEDS HANDBOOK - THIS HANDBOOK

All workshops are designed to equip and train the educator with the necessary skills to implement and facilitate an Intercultural "Grow from Seeds" project within the classroom. The Framework is designed to equip facilitators with all the necessary information, skills and materials to guide the delivery of the "Seeds" Workshops (Workshops 1-7) in primary schools.



## THE AIMS OF THE GROW FROM SEEDS PROGRAMME ARE:

- To develop an E-Book on Intercultural Education, which addresses the importance of inclusion in primary schools from the perspective of all participating countries
- To develop a translatable model of the “Grow to Show” Play Handbook
- To provide learning modules for teachers and their pupils. We will also create a handbook which will outline the methodology developed, and provide step by step guidance on how to implement the innovative education programme in primary schools
- To provide a platform for sharing knowledge. The knowledge generated throughout the project will be collated and reviewed in the context of learnings and feedback
- To deliver an education programme in partnering primary schools

## OUR ATTITUDES AND VALUES FOR THE DAY ARE TO...

ENJOY • SUPPORT • RESPECT

# WORKSHOP ONE

## SETTING UP-WHAT DO I NEED?

- Pre-Evaluation Document handouts (Please see the Pupils Evaluations document on <http://growfromseeds.eu/>) for each student
- Paper Stones

**PARTICIPANTS:** Up to 30 primary school students between 5-12 years old

**FACILITATORS:** Primary school teachers, educators and drama teachers

## AIM OF THIS WORKSHOP:

- to introduce pupils to the project
- to create an atmosphere of joint purpose and learning through drama techniques
- to empower the participants to set goals for themselves as a group

**TIME REQUIRED:** 40-60 minutes

**SETTING:** An appropriate classroom for the numbers attending, with particular attention given to movement. This workshop will be experiential and physical.

**NOTE:** Note: PART A is optional for the teacher. The teacher can decide if the evaluation is required; otherwise the workshop can begin at PART B

# STEP ONE: EVALUATION

## PART A

Times required for each section of the evaluation are approximate but can be tailored around class time at the teacher's discretion. The pack of evaluation toolkits you can download from <http://growfromseeds.eu/>

# STEP TWO: INTRODUCTION

## PART B

### GROW FROM SEEDS INTRODUCTION AND PROJECT INFORMATION FOR STUDENTS

The Teacher tells the students that they are going to embark on a new project called GROW FROM SEEDS where the class will learn:

- More about themselves and other people
- More about being a good human being
- More about how we are all important to each other as human beings
- How we are all part of the same story no matter where we come from
- The class will learn all of these things through the use of drama, art, song, dance, storytelling and through FUN!

## STEP THREE: EXERCISE

Each student is given a paper stone and is asked to write down qualities that he/ she has and can contribute to the project eg. Kindness, sense of humour, energy etc.

Student writes his/ her name on the back. The stones can be decorated/ coloured also.

The teacher keeps the stones. These can be used as a reminder throughout the project of the qualities the students said they would bring to the process.



# WORKSHOP TWO

## INCLUSION VS EXCLUSION

### SETTING UP-WHAT DO I NEED?

- Juggling Balls
- "Stone Soup" story

**PARTICIPANTS:** Up to 30 primary school students between 5-12 years old

**FACILITATORS:** Primary school teachers, educators and drama teachers

### AIM OF THIS WORKSHOP:

- to introduce pupils to the project
- to create an atmosphere of joint purpose and learning through drama techniques
- to empower the participants to set goals for themselves as a group

**TIME REQUIRED:** 40-60 minutes

**SETTING:** An appropriate classroom for the numbers attending, with particular attention given to movement. This workshop will be experiential and physical.

**NOTE:** EDUCATORS/TEACHERS MAY ADAPT WARM UPS AND EXERCISES AS THEY SEE FIT TO THE NEEDS OF THEIR CLASSROOM AND STUDENTS.

## STEP ONE : WARM UP EXERCISES

### 1. EXERCISE: START / STOP/ JUMP / NAME

Ask the group to move around the space = Start. Instruct them to keep changing direction. Then direct them to Stop. Repeat the Start/Stop sequence in intervals. Then introduce (once stopped) a Jump into the sequence. Students jump on the spot once. Repeat the sequence calling out to the group to Start/Stop/Jump. Add Name allowing the students to shout their own name as loud as possible. Encourage the group to have fun. Repeat randomly Start/Stop/Jump/Name.

Opposites- To further encourage the fun element and challenge the group, make the instructions mean the opposite. Start means Stop and Stop means Start. Once established add Jump means Name and Name means Jump. Continue to play the game rapidly until the facilitator brings it to a natural end.

### 2. EXERCISE: BALL THROW/ HANDOVER

In a group circle student throws ball to another student in the circle saying their name eg. "For you John." Student who receives ball says, "Thank you Anne" and she throws ball to another student "For you Peter" etc. Continue until all students have received and thrown the ball.

Alternatively, the student with the ball can walk across the circle, hand the ball to the other student and take his/ her place. The new student with the ball repeats the process, walking, giving ball to and taking another student's place. The dialogue is used as above and encourage eye-contact.

## STEP TWO: STORY AND DISCUSSION

Read Stone Soup story (Note: to the line "Too many mouths to fill" only).



# STONE SOUP

## An Old Tale Retold

Text by Marcia Brown

Three wanderers trudged down a road in a strange country. Besides being tired, they were hungry. In fact, they had eaten nothing for two days.

"How I would like a good dinner tonight," said the first.

"And a bed to sleep in," said the second. "

"With a roof over our heads," said the third.

"But all that is impossible," said the first. "We must march on."

On they marched. Suddenly, ahead of them they saw the lights of a village.

"Maybe we'll find a bite to eat there," said the first.

"And some water to drink," said the second.

"No harm in asking," said the third.

Now the citizens of that place feared strangers. When they heard that three wanderers were coming down the road, they talked among themselves.

"Here come three wanderers. Wanderers are always hungry. But we have little enough for ourselves." And they hurried to hide their food.

They pushed the sacks of barley under the hay in the lofts. They lowered buckets of milk down the wells.

They spread old quilts over the carrot bins. They hid their cabbages and potatoes under the beds. They hung their meat in the cellars.

They hid all they had to eat. Then – they waited.

The wanderers stopped first at the house of Paul and Francoise.

"Good evening to you," they said. "Could you spare a bit of food for three hungry wanderers?"

"We have had no food for ourselves for three days," said Paul. Francoise made a sad face. "It has been a poor harvest."

The three wanderers went on the house of Albert and Louise.

"Could you spare a bit of food? And have you some corner where we could sleep for the night?"

"Oh no," said Albert. "We gave all we could spare to wanderers who came before you."

"Our beds are full," said Louise.

At Vincent and Marie's the answer was the same. It had been a poor harvest and all the grain must be kept for seed.

So it went all through the village. Not a resident had any food to give away. They all had good reasons. One family had used the grain for feed. Another had an old sick father to care for. All had too many mouths to fill.

## EXERCISE: DISCUSSION

Teacher leads a group discussion asking questions and hearing answers about the story. It is recommended to write down words and thoughts that come up as they can be referred to again and again in future workshops.

- Who are the people who arrive to the village? Answer: The wanderers\* ( \* Or any other appropriate word related to cultural/ country context eg. Adventurer, Drifter, Rambler, Rover etc.)
- Ask for possibilities to elaborate eg. Homeless, poor, immigrants, lost explorers, beggars, foreigners, refugees etc. (Teacher can break these words down as big/ small as they like eg. What are foreigners?)
- How do they feel?
- Why are they feeling this way? ie. What is their goal? What do they want? Answer: Basic needs- Food, sleep, shelter, water.
- What is the obstacle? Answer = Exclusion. The wanderers are being excluded. Identify it.
- Who or what is causing it? Answer = Villagers
- Exclusion = Villagers
- Exclusion = Behaviour and action of the villagers.
- Discuss the underlying reasons for the villagers' attitudes or feelings. (Main reason = Fear- Why are they feeling fear? eg. Maybe past experience or fear of going hungry themselves and not having their own basic needs met.)

## STEP THREE: EXERCISE: PEOPLE/SHELTER/ STORM

THIS EXERCISE EXPLORES EXCLUSION AND ITS EFFECTS



1. Clear a large space for the playing area.
2. Divide the class into small groups; three players to a group - If you don't have the right amount of students to divide evenly, the teacher or assistant may have to play.
3. Explain that within each group there will be two players who form a shelter, while the other player becomes the person living in the shelter. A shelter is formed by two players facing each other, arms extended high placing their palms flat against each other to create a "roof". The person living in the shelter should duck underneath.
4. Explain that you are going to call out three words: "People", "Shelter" or "Storm". When you call out "People", the people must leave their shelters and run to a different one while the shelters stay in place. Practice this a few times.
5. When you call out "Shelter", the shelters must break apart and find a new person to build a shelter over. Practice this a few times, adding in the "People" command as well.
6. Finally, when you call out "Storm", everyone runs around for 5 seconds. At the end of 5 seconds new groups of 3 should form with 2 shelters and 1 person. During the "Storm", shelters can become people and people can become shelters.
7. Continue playing the game, alternating between calling out "People", "Shelter" or "Storm".
8. Consider making the game competitive by having the "caller" be a student. When "storm" is called the "caller" joins the game and tries to find a group of 3. Whoever is left out becomes the new "caller".
9. A number of students may find themselves without a group after 5 seconds. This will be addressed in the following discussion.

## STEP FOUR: DISCUSSION

This exercise is exploring Emotional Literacy

Teacher leads group discussion around the game:

- What did you experience in that exercise? Possible answers: It got crazy/ competitive etc.
- Why? Answers: Desperate/ Panic/ Fear
- How did it feel to be excluded? ie. With no shelter.
- How did it feel to have shelter? eg. Safe, defensive, pressure to stay safe etc
- What was like to be in the storm?

Link this exercise back to and make comparisons with Stone Soup story, nurturing compassion for both the Wanderers and Villagers.

## AIM: EMPATHY BUILDING

- Do we see any similarities? Yes etc. What are they?
- Might our wanderers feel like this? What effects does it have on them?
- How do our villagers feel? What effect does it have on them?
- Compare the feelings and thoughts of the wanderers and villagers.
- What do they have in common and what's different?
- Why is it difficult to give to others sometimes?
- Were there any tactics used? eg. Allies (Also, sometimes we act differently when we are under stress.)

## STEP FIVE: STONE SOUP ROLE-PLAYS

1. Explain to the students they will be doing role-plays from the story ie. They will be acting out scenes as the characters in the story.
2. Divide the class into Groups of 3 ie. 1 wanderer, 2 Villagers per group
3. Give scenario - Wanderer wants shelter, food etc and asks villagers for help. They keep refusing giving reasons why.
4. Rehearse the scenes in groups
5. DE- ROLE -Tell the students to de-role and "brush off "the character, as they say "I am no longer the wanderer/ villager, I am John" ("Brushing off" = physically brushing down one arm with other hand and repeat on other side). Explain to the students that this de-roling and brushing off helps bring us back to reality and our own selves. It can also get rid of any bad feelings that go with that character.

Note: If time allows, each group performs their scene for the larger group. (after step 4, before de-roling).

If there is not enough time, select one or a few scenes which the teacher believes serves the themes of the exercise best.

## STEP SIX: DISCUSSION & REFLECTION

In their groups, the students share their experience of the exercise with the rest of the class. They are not in character but tell what their character felt, thought, said etc.

Teacher makes links to the feelings and thoughts in previous discussion ie. Feelings of wanderers and the villagers.

## STEP SEVEN: EXERCISES

### 1. EXERCISE: INCLUSION GAME

Instruct the students to walk the space shaking hands with as many people as possible saying “Well done” and “Well done to you too.”

### 2. EXERCISE: UNISON CLAP

Group returns to a standing circle. All participants raise hands to shoulder height with palms facing each other. The group are asked to watch the teacher’s hands and clap in unison when the teacher claps once.



# WORKSHOP THREE

## EMPATHY

### SETTING UP-WHAT DO I NEED?

- “Stone Soup” Story Part 2
- “Stone Soup” Story Part 3

**PARTICIPANTS:** Up to 30 primary school students between 5-12 years old

**FACILITATORS:** Primary school teachers, educators and drama teachers

### AIM OF THIS WORKSHOP:

This workshop is designed to:

- Investigate perspectives - personal and community
- Encourage empathy - “In their shoes”
- Nurture mutual respect
- Introduce the need for developing good negotiation skills

**TIME REQUIRED:** 40-60 minutes

**SETTING:** An appropriate classroom for the numbers attending, with particular attention given to movement. This workshop will be experiential and physical.

NOTE: EDUCATORS/TEACHERS MAY ADAPT WARM UPS AND EXERCISES AS THEY SEE FIT TO THE NEEDS OF THEIR CLASSROOM AND STUDENTS.



## STEP ONE: WARM UP

### EXERCISE: START / STOP / JUMP / NAME /

Instruct exercise as per Workshop 2.

## STEP TWO: RE-CAP OF STONE SOUP STORY

The students and teacher discuss what they remember has happened in the story so far.

## STEP THREE: STORY AND DISCUSSION

### 1. EXERCISE: STORY

#### STONE SOUP

An Old Tale Retold  
Text by Marcia Brown

The villagers stood in the street and sighed. They looked as hungry as they could.  
The three wanderers talked together.

### 2. EXERCISE: DISCUSSION

#### EMOTIONAL LITERACY EXPLORATION

Teacher asks students:

- Why are the villagers trying to look as hungry as they can? How do they do this physically and why?
- What do the wanderers say to each other?

## STEP FOUR: EXERCISE- ROLE PLAY VILLAGERS/ WANDERERS - VERBALISING

Divide class into Groups of 3 – Sets of 3 Wanderers and Sets of 3 Villagers.

Tell students they will act out what they are saying among themselves ie. Wanderers talking alone to each other and Villagers taking to each other just like in the 2 lines of the story they have just heard.

- **DE-ROLE students**

Discussion lead by teacher:

- What were the villagers and wanderers saying to each other in their separate groups?

The various groups can tell the main group what their characters were saying to each other.

## STEP FIVE: EXERCISE - ROLE PLAY VILLAGERS/ WANDERERS - PHYSICALISING

Ask students to walk the space as the Wanderers. (give suggestions eg. Remember they are tired, hungry, cold etc)

As they are moving, ask the students to think about their physicality and how do they move as that character?

Ask the students to think about how they are feeling as they are moving about the space

Ask the students to freeze and stand as the wanderers.

- **Thought/ Feeling-track the Wanderers**

The teacher freezes the action and in turn taps students on the shoulder asking them to briefly reveal their inner thoughts and feelings as their character. Ask them to respond with "I feel...". (This encourages participants to really think about the character or situation they are portraying and to use the thought/ feeling track to explore their body language in their frozen position.)

Discuss the physicality of the Wanderer characters with the students

- **DE-ROLE the students**

As above:

- As above, ask students to walk the space as the Villagers (in their current situation ie. pretending to look as hungry as they could)
- What is their physicality, how do they move etc?
- Thought/ Feeling-track the villagers.
- Discuss physicality of the characters.

## STEP SIX : EXERCISE

### Character Circles

- Half of students make a standing circle. They are the inner circle of Villagers.
- Half of students make a standing circle on the outside of the inner circle. They are the Wanderers.
- Inner and outer circles face each other ie. 1 wanderer faces 1 villager and vice versa.
- Ask students to act out the following script in their pairs:

WANDERER (knocking on Villager's door): Good evening, please could you help me, do you have a bed and some food for the night?"

VILLAGER: No (closes door)

- To further the feeling of being rejected over and over, the teacher can ask the students to move from house to another house in a circle, knocking on some more doors/ all doors
- Instruct the students to Swap circles. (Students on outside got to inside and vice versa)
- Now they are in the opposite role.
- Repeat the same dialogue as above but now as their new character.
- Teacher tells the Students they have now experienced what it's like to be in both characters' shoes. They now know how it feels to be the wanderer and the villager (students are nurturing empathic responses).

Note: Remind the students during any of these role-plays that they are just acting and playing characters from a story, it is not real.

## STEP SEVEN : EXERCISE

### Circles as above

- Instruct the inner circle (villagers) to say in unison "You're not welcome here!" and turn their backs to the outer circle (wanderers)
- Further instruct the inner circle to say in unison and to each other "They're not welcome here!"
- As above, the circles swap over and repeat the process. The inner circle can even add an extra line "Go home!" after "You're not welcome here!"
- Tell the students to break from the circles, walk the space and DE-ROLE from both characters they have just played.

## STEP EIGHT : DISCUSSION

### Emotional Literacy Exploration

Short discussion: Teacher asks Students:

- How do the Wanderers in the story feel?
- What will happen next?/consequences. What will the wanderers do? What will the villagers do? (The consequences of our behaviour on other people. Every action has a reaction. The actions of the villagers will have consequences for the wanderers and vice versa)
- Possible answers from students: If the wanderers are sad-maybe they will give up/ Leave/ go elsewhere. If Angry- maybe they will attack/ shout etc.

## STEP NINE: EXERCISE

### Pulse of kindness circle

- Students sit in a circle holding hands.
- The teacher explains s/he will send a positive energy buzz around the circle.
- The teacher begins a pulse by gently squeezing the hand of one of her neighbours.
- Once that person feels the pulse, she squeezes the hand of her neighbour, and so on, and so on until the pulse returns back to the teacher.
- This should all happen silently and with kindness. Remember: Kindness should never hurt.



## STEP TEN: EXERCISE

**Read 3rd Part of Stone Soup to “Stone Soup? That would be something to know about”.**

### STONE SOUP

An Old Tale Retold

Text by Marcia Brown

Then the first wanderer called out, “Good people!” The villagers drew near.  
“We are three hungry wanderers in a strange land. We have asked you for food and you have no food. Well then, we’ll have to make stone soup.”  
The villagers stared.  
Stone soup? That would be something to know about.

Inform the students that they will indeed be finding out what happens next in the next workshop!

## STEP ELEVEN: EXERCISE

Inclusion Game

Walk the space shaking hands with as many people as possible saying “Well done” and “Well done to you too”

## STEP TWELVE: EXERCISE

Unison Clap

Group returns to a circle. All participants raise hands to shoulder height with palms facing each other. The group are asked to watch the facilitator’s hands and clap in unison when the facilitator claps.

# WORKSHOP FOUR

## NURTURING & SHARING

### SETTING UP-WHAT DO I NEED?

- “Stone Soup” story Parts: 1,2 and 3.

**PARTICIPANTS:** Up to 30 primary school students between 5-12 years old

**FACILITATORS:** Primary school teachers, educators and drama teachers

### AIM OF THIS WORKSHOP:

This workshop is designed to examine and explore the themes and topics of:

- Building community – Nurturing and sharing for the common good
- Joint Enterprise/purpose
- Putting Effective negotiation skills in practice

**TIME REQUIRED:** 40-60 minutes

**SETTING:** An appropriate classroom for the numbers attending, with particular attention given to movement. This workshop will be experiential and physical.

**NOTE: EDUCATORS/TEACHERS MAY ADAPT WARM UPS AND EXERCISES AS THEY SEE FIT TO THE NEEDS OF THEIR CLASSROOM AND STUDENTS.**

## STEP ONE: WARM UP EXERCISE

### 1. EXERCISE: START / STOP / JUMP / NAME / FREEZE

As per previous workshops with new "Freeze" addition

The Facilitator can also call "Freeze" and the students must make a random freeze. Encourage physicality; big or expressive shapes with their bodies.

### 2. EXERCISE: JUMP HA!

Group form a large circle. Facilitator demonstrates that s/he will jump, raise arms and loudly say "HA!". Next time the group will work as a team to all do it at the same time as the facilitator.

Repeat a few times.

Also ask for volunteers to be the new Jump HA! Leader. (If the leader is making false starts- remind the students that a leader doesn't trick, he/she leads)

### 3. EXERCISE: HEADS DOWN / HEADS UP

- Group are still in a large standing circle. Put a ball in the centre of the circle on the ground.
- Ask students to all look down at the ball whilst saying "Heads down". Explain that when you say, "Heads up", they will all look up and try to make eye contact with another student. When they make eye-contact the pair(s) say "Yay!" and that pair will leave the circle together.
- Eventually the class will all be divided into pairs. These pairs remain together for the next exercise

## PART A

### STEP TWO: EXERCISE

#### **Complimentary Pairs**

Instruct the pairs of students to physically create a freeze of the object pairs below ie. Student A becomes a knife, Student B becomes a fork. They place themselves beside/ near each other as they think they would appear together. Call out the objects below:

- 1) knife and fork
- 2) egg and spoon
- 3) spoon and soup bowl
- 4) candle and candlestick
- 5) salt & pepper shakers
- 6) tennis racket & ball
- 7) hammer & nail

The teacher can also ask the students to bring the objects to life by adding movement to the objects

#### **Discussion – Emotional Literacy Exploration**

Referring to the exercise above, the teacher and group reflect on our need for cooperation, interdependency and complimentary human relations. We all help each other, work best with help from another, sometimes can't work without the other.

### 2.EXERCISE: GROUP COOPERATION

- Ask the full group to make a large physical freeze of a pizza together.
- As they are in the freeze, ask the students what part they each are of the freeze eg. "I am the pepperoni"
- If the pizza structure is not right eg. crust in different places, pieces outside the main pizza etc, ask the students to work together to make it right eg. A round structure, with slices and evenly spaced ingredients.
- Now ask the students to become the shopping bag with the ingredients in it to make the pizza. Again ask, which ingredients they are. Students must listen to each other so there is not too much repetition of the same ingredient.

## 3. EXERCISE: DISCUSSION

### Discussion – Emotional Literacy Exploration

Teacher and students discuss benefits of teamwork, co-operation, quality of end product, fun, empowerment and helping each other reach their full potential through working together. Also acknowledge how “We all bring our own special ingredient” to the process and to the group.

## PART B

### STEP THREE: STORY

- Ask the students to recap on the “Stone Soup” story so far.
- The story is read by the teacher from the beginning to “Stone Soup? That would be something to know about”.

#### STONE SOUP

An Old Tale Retold

Text by Marcia Brown

Three wanderers trudged down a road in a strange country. Besides being tired, they were hungry. In fact, they had eaten nothing for two days.

“How I would like a good dinner tonight,” said the first.

“And a bed to sleep in,” said the second. “

“With a roof over our heads,” said the third.

“But all that is impossible,” said the first. “We must march on.”

On they marched. Suddenly, ahead of them they saw the lights of a village.

“Maybe we’ll find a bite to eat there,” said the first.

“And some water to drink,” said the second.

“No harm in asking,” said the third.

Now the citizens of that place feared strangers. When they heard that three wanderers were coming down the road, they talked among themselves.

"Here come three wanderers. Wanderers are always hungry. But we have little enough for ourselves." And they hurried to hide their food.

They pushed the sacks of barley under the hay in the lofts. They lowered buckets of milk down the wells.

They spread old quilts over the carrot bins. They hid their cabbages and potatoes under the beds. They hung their meat in the cellars.

They hid all they had to eat. Then – they waited.

The wanderers stopped first at the house of Paul and Françoise.

"Good evening to you," they said. "Could you spare a bit of food for three hungry wanderers?" "We have had no food for ourselves for three days," said Paul. Françoise made a sad face. "It has been a poor harvest."

The three wanderers went on the house of Albert and Louise.

"Could you spare a bit of food? And have you some corner where we could sleep for the night?" "Oh no," said Albert. "We gave all we could spare to wanderers who came before you." "Our beds are full," said Louise.

At Vincent and Marie's the answer was the same. It had been a poor harvest and all the grain must be kept for seed.

So it went all through the village. Not a resident had any food to give away. They all had good reasons. One family had used the grain for feed. Another had an old sick father to care for. All had too many mouths to fill.

The villagers stood in the street and sighed. They looked as hungry as they could.

The three wanderers talked together.

Then the first wanderer called out, "Good people!" The villagers drew near.

"We are three hungry wanderers in a strange land. We have asked you for food and you have no food. Well then, we'll have to make stone soup."

The villagers stared.

Stone soup? That would be something to know about.

- Remind the students of what they have been just discussing- cooperation, teamwork etc and finding solutions.

## STEP FOUR: EXERCISE

### Stone Soup story what happens next

1. Divide the class into groups of 5/6
2. Each group must discuss and decide what they think will happen next in the story
3. Remind students to remember all that has happened so far in the story ie.
  - The wanderers arrival
  - The refusal of the villagers to help
  - The hiding of the food stuff/stock
  - The wanderers are excluded
  - The suggestion of making Stone Soup

## STEP FIVE: EXERCISE

### Tableaux

- Instruct each group from the previous exercise that they will now create a Freeze Frame or Tableau of the “What happens next” scenario they chose. In a tableau, students make still images with their bodies to represent a scene. They can be characters or objects.
- Time permitting, extra tableaux may be added if necessary.
- The tableaux are shown to the larger group in turns.
- Ask students can we see what’s happening in the tableaux?
- Thought-track individual tableaux- tap frozen student on the shoulder and ask them to say what they are feeling or what they are if they are not a character.

Time permitting, the tableaux can be brought to life adding movement and dialogue to bring the scenes to life. Students can rehearse these in their groups and perform them to the rest of the class.

### DE-ROLE students

Discussion – The teacher and group can discuss any emotions and thoughts that came up for the characters during the tableaux/ scenes.

## STEP SIX: EXERCISE

### Unison Clap

Group returns to a circle. All participants raise hands to shoulder height with palms facing each other. The group are asked to watch the facilitator’s hands and clap in unison when the facilitator claps.

A student can also volunteer/ be nominated by the teacher to lead the clap. (If necessary, remind the student to lead fairly and not to try to trick the group with false starts)

# WORKSHOP FIVE

## SETTING UP-WHAT DO I NEED?

- Stone Soup Story- Parts 4, 5, 6 and 7,
- Juggling balls,
- Music SFX “ Celebration” song: <https://www.youtube.com/watch?v=acX0eewRPr8>

**PARTICIPANTS:** Up to 30 primary school students between 5-12 years old

**FACILITATORS:** Primary school teachers, educators and drama teachers

## AIM OF THIS WORKSHOP:

This workshop is designed to examine and explore the themes & topics of:

- Co-operation
- Comparisons & Critical Thinking
- Active Citizenship
- Celebrate Teamwork

**TIME REQUIRED:** 40-60 minutes

**SETTING:** An appropriate classroom for the numbers attending, with particular attention given to movement. This workshop will be experiential and physical.

**NOTE: EDUCATORS/TEACHERS MAY ADAPT WARM UPS AND EXERCISES AS THEY SEE FIT TO THE NEEDS OF THEIR CLASSROOM AND STUDENTS.**

## STEP ONE: WARM UP EXERCISE

### 1.EXERCISE: START / STOP/ JUMP/NAME/FREEZE

As per previous workshops.

### 2.EXERCISE: JUMP HA!

As per previous workshops.

### 3.EXERCISE: "I AM THE TREE"

- Group forms a large standing circle. Ask a volunteer to jump into the middle of the circle loudly saying, "I AM THE TREE!", whilst also becoming a frozen image of the tree. (Teacher can demonstrate this first)
- Tell the group that, in turns, they can jump into the centre and add to the image of the tree by adding new parts to it (ideally they will say things like "I am the roots/ branch/ leaf/etc. Of/ in the tree."). They will do a freeze of their image too, attaching themselves to the original tree freeze.

NB. Encourage students to finish the sentence with "...of/in the tree" (This keeps it about the tree and not things beside/ away from the tree etc.)

### 4.EXERCISE: DISCUSSION

Discussion- Emotional Literacy Exploration

- Teacher and students discuss benefits of teamwork, co-operation and how "We all contribute and play our part."
- Reflect also on how this tree grew from its seed, roots, soil etc to grow the branches, twigs and fruit which are homes and food sources to the squirrel, birds and so on. Each part is dependent on another to grown and survive. There is an interdependency and contribution from all in the group. The tree is not complete without all its parts, nor is the class.
- The completed tree shows the basic needs we require to grow as human beings. Without the roots, soil, water, CO2 etc the branches will not grow, will not be able to grow leaves to shelter the tree's birds and animals or provide oxygen for humans.

# PART A

## STEP TWO: STORY

- Read Stone Soup Part 4

Note: It is recommended the teacher has become very familiar with the following story sections before reading so that s/he will be more ready to improvise with the ongoing action.

The story section below is acted out by the group as it is read by the teacher. The teacher will pause as necessary to let the action happen (and may need to improvise and give extra instructions to move the action along eg. "You 3 be the children").

- Students can be quickly chosen from the sitting group circle to become the characters gathering ingredients, stirring the pot etc.
- First ask a couple of students to get some imaginary wood and matches and light a fire in the middle of the group sitting circle.
- Then ask some students to imagine they carry over a large pot and they place it on the fire as the story dictates. The pot can be represented by juggling balls in a circle on the ground.
- Things to physically imagine and bring to the pot as the story progresses:

1. Fire – wood and matches
2. Pot
3. Buckets of water
4. Stones
5. Vegetables
6. Barley
7. Milk

- Encourage the students to act out lighting the fire, stirring the pot and interact with each other.

# STONE SOUP

An Old Tale Retold

Text by Marcia Brown

"First, we'll need a large iron pot," the wanderers said.

The villagers brought the largest pot they could find. How else to cook enough?

"That's large enough!" said the wanderers. "And now, we need water to fill it and a fire to heat it."

It took many buckets of water to fill the pot. A fire was built on the village square and the pot was set to boil.

"And now, if you please, three round, smooth stones."

Those were easy enough to find.

The villagers' eyes grew round as they watched the wanderers drop the stones into the pot.

"Any soup needs salt and pepper," said the wanderers, as they began to stir.

Children ran to fetch salt and pepper.

"Stones like these generally make good soup. But oh, if there were carrots, it would be much better."

"Why, I think I have a carrot or two," said Francoise, and off she ran.

She came back with her apron full of carrots from the bin beneath the red quilt.

"A good stone soup should have cabbage," said the wanderers as they sliced the carrots into the pot. "But no use asking for what you don't have."

"I think I could find a cabbage somewhere," said Marie and she hurried home. Back she came with three cabbages from the cupboard under the bed.

"If we only had a bit of beef and a few potatoes, this soup would be good enough for a rich man's table"

The villagers thought that over. They remembered their potatoes and the sides of beef hanging in the cellars. They ran to fetch them.

A rich man's soup – and all from a few stones. It seemed like magic!

"Ah," sighed the wanderers as they stirred in the beef and potatoes, "if we only had a little barley and a cup of milk!

The villagers looked at each other.

They brought their barley from the lofts, they brought their milk from the wells. The wanderers stirred the barley and milk into the steaming broth while the villagers stared.

At last the soup was ready.

## PART B

### STEP THREE: DISCUSSION

Compare and contrast the students' story scenes (from workshop 4) ie. "What happens next" and the actual story as just acted out. What are the differences? What are the similarities?

**Learning objective:** There are always options and the outcome can be changed. We can all change the story. The scenes in workshop 4 may show using deceptiveness as a tactic to reach goals, but here we see the benefits of working together and changing the story to benefit all.

#### **Further Discussion – Emotional literacy Exploration**

- What we have learned together and from the story?
- Basic needs – We are all entitled to them no matter who we are or where we come from
- The benefits of inclusion and the difficulties of exclusion
- Working together as opposed to individual needs
- Community coming together
- Being a good citizen and human being
- In helping others, we help ourselves- giving something and getting a lot more back.
- The joy of community and celebration of teamwork.
- Someone can start something positive ie. Leads- others will follow
- We all can be an active citizenship
- We all have a collective responsibility.

N.B Quote from the story- "A rich man's soup- and all from a few stones. It seemed like Magic!" Ask the students, "What magic did we see today?" Answer = everything discussed above. People create their own magic when they work together.

## PART C

### STEP THREE: COMMUNITY PARTY

#### **The Banquet/Community Party**

- Place the juggling balls to form a long imaginary table on the ground. 2 rows of students can sit and face each other.
- Read from "All of you shall taste our soup..." to "They danced and sang far into the night" The next part of the story is read out (Part 5) and as above, the students will act out the story.

## STONE SOUP

An Old Tale Retold

Text by Marcia Brown

"All of you shall taste our soup," the wanderers said. "But first a table must be set."

A great table was placed in the square. And all around were lighted torches.  
Such a soup! How good it smelled!

Soon a banquet was spread, and everyone sat down to eat.

Never had there been such a feast. Never had the villagers tasted such soup. And it was made from stones!

They ate and drank and ate and drank. And after that they danced.

They danced and sang far into the night.

- The students can become the lighted torches and then the teacher can refer back to the frozen pair exercises from the Workshop 4 to allow the students to become items on the banquet table eg. candle and candlestick etc. They can also become other objects, foods etc.
- When everyone sits down to eat, the students can chat to each other as villager and wanderer characters, smelling the soup, being excited etc.

The students acting as the villagers and wanderers can imagine smelling and tasting the food while having fun conversations with others at the imaginary table.

SFX – "Celebration" song by Kool and the Gang can then be played to create a celebratory atmosphere. The students can sing along and dance when that part of the story is reached.

<https://www.youtube.com/watch?v=acX0eewRPr8>

## PART D

### STEP FOUR: STORY

- Tell the students they are going to hear the end of the Stone Soup Story.
- Again, the students can act out this part as the teacher reads and pauses to allow the action to happen, choosing students to be various characters and to repeat the lines of the villagers and wanderers at the end.
- Read “At last they were tired.....” to “... 3 wanderers slept well that night”. Part 6

#### STONE SOUP

An Old Tale Retold

Text by Marcia Brown

At last they were tired. Then the three wanderers asked, “Is there a loft where we could sleep?”

“Let three such wise and splendid people sleep in a loft? Indeed! They must have the best beds in the village.”

So off they went to their beds and all the villagers and the 3 wanderers slept well that night.

- When all the students, as characters have gone to bed, the teacher can tell the students to reflect on their day as that character ie. The arrival of the wanderers, what happened next, how their feelings changed, the cooking of the soup, the banquet, the singing, dancing with new friends etc.

#### STONE SOUP

An Old Tale Retold

Text by Marcia Brown

In the morning, the whole village gathered in the square to give them a send-off.

“Many thanks for what you have taught us,” the villagers said to the wanderers. “We shall never go hungry, now that we know how to make soup from stones.”

“ Thank you for all your kindness ”said the wanderers and off they went down the road.

- To act out the next part, ask all the students to stand in a circle. Pick 3 students to be wanderers (if they haven't been chosen already).
- Ask the villagers to repeat "Many thanks for what you have taught us" and then "We shall never go hungry, now that we know how to make soup from stones."
- The wanderers will reply "Thank you for all your kindness."
- Tell the students that before the characters all say their final goodbye, they will send a pulse of kindness and unity around the circle.
- Tell the students the wanderers then went off down the road. (Do not act this out)
- DE- ROLE the students

## STEP FIVE: DISCUSSION

Discussion- Reflection on changed perspectives

- Teachers addresses that we have now bid farewell to our wanderers
- Ask the group to reflect on what they have learned from the wanderers

What have we learned can be repeated from the PART B reflection above.

## STEP SIX: EXERCISE

### **Exercise- Well done**

Around the space, instruct the students to say "Well done for playing your part" to as many other students as they can.

### **Exercise- Unison Clap**

Group returns to a circle. Unison Clap.

# WORKSHOP SIX

## SETTING UP-WHAT DO I NEED?

- Appendices 1, 3, 4 and 5
- Card person cut-out eg. Appendix 1,

**PARTICIPANTS:** Up to 30 primary school students between 5-12 years old

**FACILITATORS:** Primary school teachers, educators and drama teachers

## AIM OF THIS WORKSHOP:

This workshop is designed to examine and explore the themes & topics of:

- Incorporating SPHE guidelines to workshop.
- Exploring GFS themes and making links to Stone Soup Story.

**TIME REQUIRED:** 40-60 minutes

**SETTING:** An appropriate classroom for the numbers attending, with particular attention given to movement. This workshop will be experiential and physical.

## OBJECTIVES

The workshop will provide the participants with the opportunity to:

- Make links to myself and others
- What can I/ we offer each other?
- Getting basic needs met- Mine and others
- Empowering- help each other to reach our full potential
- Self- identity and self-awareness

NOTE: EDUCATORS/TEACHERS MAY ADAPT WARM UPS AND EXERCISES AS THEY SEE FIT TO THE NEEDS OF THEIR CLASSROOM AND STUDENTS.

# PART A

## STEP ONE: MYSELF

### EXERCISE: MY QUALITIES

Passing a juggling ball around from one student to another, each student reveals a good quality/ inner strength about themselves eg. I am generous, I like to help people etc

Refer to the pizza in workshop 4 ie. Everyone brings their own special ingredient. We can't all be the crust! Our special ingredients make the pizza complete.

**Aim:** Exploring personal strengths, abilities, and differences/ similarities between people.  
Hopes and dreams.

**Teacher lead SPHE discussion – Self-awareness** (ref. p.26. Self-Awareness, p.31 Myself and others SPHE curriculum) Appendix 1

Discussion is to:

- develop an appreciation of and talk about personal strengths, abilities and characteristics
- recognise and appreciate the similarities and differences between people
- identify and talk about personal preferences, dreams for the future and hopes
- express personal opinions and preferences and acknowledge those of others and comment on them

## STEP TWO: EXERCISES

### 1.EXERCISE: CARDS

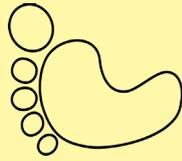
- Give each student a card person cut-out. Appendix 2
- There are 2 sides to the cut- out. Yellow feet = ME

On the side with the yellow feet (or ask the students to colour feet on one side yellow), Ask the students to fill in the jumper stripes.

The information written is about the individual student, ME.

Note: (If time is limited, ask the students to use pencil only. They can colour them in later/ at home)

## YELLOW FEET = ME



- Stripe 1- Name
- Stripe 2- From where eg. Kildare and Poland
- Stripe 3- Family
- Stripe 4- Things I'm good at
- Stripe 4- My good qualities eg. Kind, funny
- Stripe 5- Dreams/ hopes

## 2.EXERCISE: PAIRS

- Decide pairs with Heads Up/ Heads Down exercise from workshop 4 or encourage students to find a partner they don't know very well (encouraging getting to know each other better, learn new things and encourage curiosity).
- In turns the students show each other their person cut-out, telling each other about him/ herself.
- Students share this information about their own self back to the full group
- In their established pairs, ask the students to have a think alone about what differences and commonalities they have with their partner.
- The students in pairs then find and discuss their commonalities and differences.
- The pairs can then share back their discoveries to the full group
- The teacher can relate these discoveries to the full class group ie. There are many differences and commonalities which make the class complete.

## PART B

### STEP THREE: MYSELF & OTHERS

#### 1. EXERCISE

People/ Shelter/ Storm

As played in workshop 2

Remind the students about looking to have basic needs met.

#### 2. EXERCISE

SPHE Discussion- Basic Needs

Reference the Wanderers in Stone Soup and how they are looking to have their basic needs and human rights met and how they are also facing exclusion by the villagers.

#### **Teacher led discussion – Taking care of my body** SPHE Guidelines p. 28 Appendix 3

- explore the importance of food for promoting growth, keeping healthy and providing energy
- growing and changing
- begin to recognise the physical, emotional and social factors that promote growth;
- love, food, warmth, shelter, communication, friendship, sleep, oxygen
- realise that growing up brings increased responsibility for himself/herself and others

#### 3. EXERCISE

Character card cut-outs

Ask the students:

- Who were the characters in Stone Soup? Identify the named characters and also the unnamed characters (Francoise, Albert etc. also the children, wanderers, other villagers/ adults).
- Ask each student to silently pick a character from the above.
- Using the other side of the card cut-out (Red feet), fill in the stripes with information about THE STONE SOUP CHARACTER.

## RED FEET = OTHERS



Stripe 1- Name

Stripe 2- From where

Stripe 3- Family

Stripe 4- Things character is good at

Stripe 4- Character's good qualities eg. Kind, funny

Stripe 5- Dreams/ hopes

## 4.EXERCISE: PAIRS

- As above, students take turns to tell each other about their chosen character.
- Each student shares this information with the group
- Students in pairs then find and share their characters' commonalities and differences.
- Teacher reflects with the group how much more we know about the Stone Soup characters now and what qualities they can offer.

Individual Reflection- Me and Other

- Ask the students to now sit alone (perhaps close their eyes) and quietly think about themselves and the character they created. What commonalities and differences do they both have? (students are recognising themselves in others and developing empathy for others)

## 5.EXERCISE: CARD CUT- OUT CIRCLE

Link: See pg. 31 SPHE Curriculum Appendix 1, Myself and Others

- Make a large circle on the ground with the card people cut-outs lying on the ground. Place a ball in the middle of the circle



NB. The RED feet (character side of cut-out) all point towards the ball in the middle on the circle.

- Ask the students to stand inside the circle, standing feet- to- feet to their own stone soup character cut-out.



- Ask the students who created WANDERER cut-outs to stand outside the circle and place the cut- out on the ground in front of them with red feet visible. Explain that the wanderer cut- outs are now on the outside.



NOTE: The students are never acting as the wanderers or the villagers in this exercise. They are just looking at the card board cut-outs who represent characters.

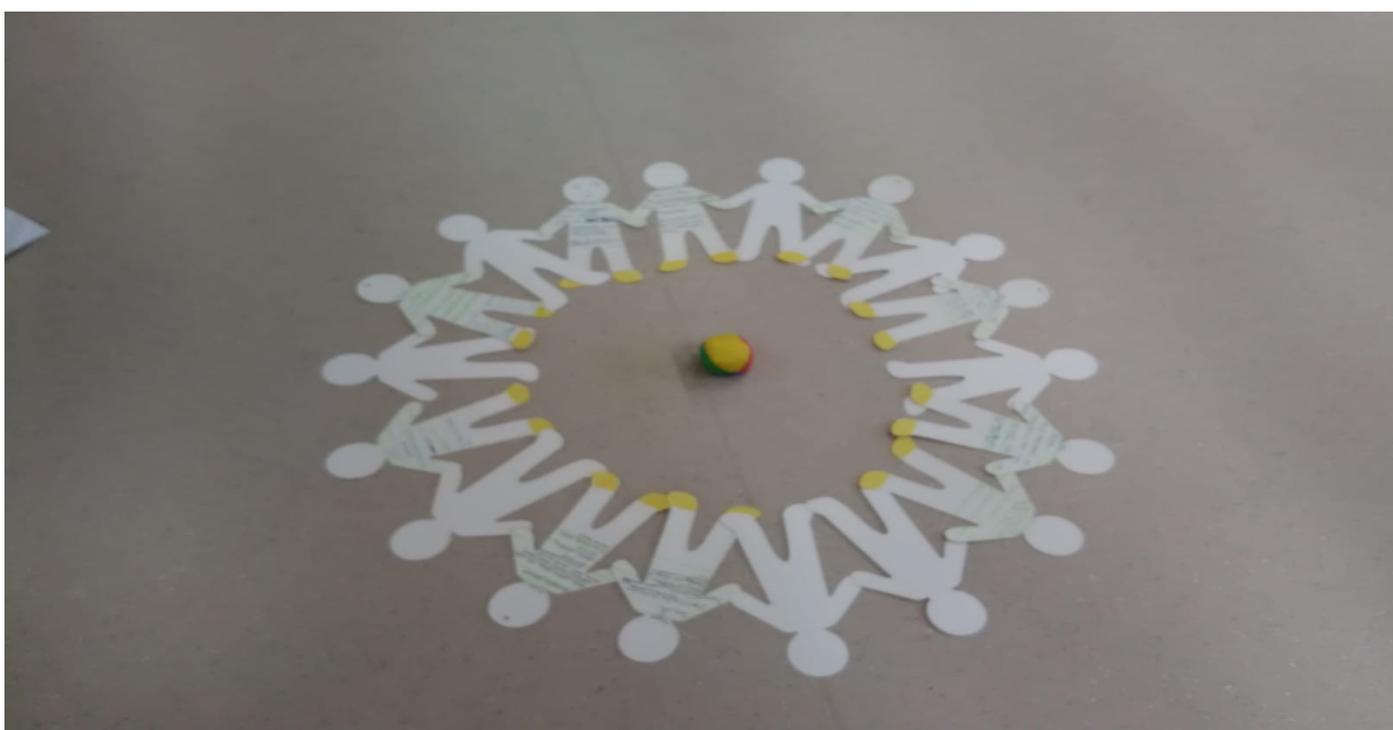
- Refer to workshop 3 where the students acted out the wanderers on the outside asking for help from the villagers on the inside circle. Remind students that the villagers in the circle all said, "You're not welcome here!" to the wanderers on the outside.
- Now ask the students on the inside circle to turn over their cut -outs on the ground with YELLOW FEET visible.



- Ask the students on the outside of the circle to do the same ie. YELLOW feet visible.
- Immediately, Ask the students on the outside to re- join the circle., leaving their cut-outs on the ground.
- Ask all students to look at the card cut- outs on the ground. The yellow feet represent Real people, not characters. They have been excluded.



- Teacher brings the cut-outs from the outside to the inside of the circle.
- Teacher tells the students “Sometimes as a group and individuals we can exclude others and can also feel excluded.” “But everyone has the same rights, needs and we don’t all have to be best friends or from the same group to respect each other”.



## 6.EXERCISE: DISCUSSION

Students sit in a large circle with their yellow feet cut-outs in front of them on the ground. Fiction meeting Reality. Bringing the story (Macro) to our own classroom community (Micro) SPHE Discussion- Just like the wanderers, we can sometimes isolate our classmates and other boys and girls. Look at the qualities we miss out on by excluding eg. The “ME” card cut out’s qualities, talents, stories etc. By accepting and looking at each other’s’ differences, we can become more curious and knowledgeable.

Teacher led discussion – Feelings and emotions SPHE Guidelines p. 29 Appendix 3

- name and identify the feelings and consequences of isolating and excluding others
- recognise that individual actions can affect the feelings of others

## 7.EXERCISE: DISCUSSION

Teacher led Discussion – relating to others SPHE Guidelines p. 32, Appendix 4

- we all benefit gain by including others
- distinguish between verbal and non-verbal (turning your back on others) behaviour
- listen hear and respond to what is being said to others
- explore and practice how to handle conflict without being aggressive

## PART C

### STEP THREE: EXERCISES

#### 1.EXERCISE:

Pulse of kindness circle

Before starting the pulse, bring all the card cut outs with yellow feet closer together in the centre on the ground so their hands are touching. This represents the classroom community. Refer to the story- let’s send the kindness we have learned in the story to each other in the classroom. Look at the cut-outs touching hands, now let’s do the same as our human selves. Send positive energy buzz around the circle (See workshop 3).

#### 2.EXERCISE:

Unison Clap

Group returns to a circle. All participants raise hands to shoulder height with palms facing each other. The group are asked to watch the facilitator’s hands and clap in unison when the facilitator claps.

# WORKSHOP SEVEN

## SETTING UP-WHAT DO I NEED?

- large sheets of paper,
- markers,
- colouring pens etc,
- card cut-outs from workshop 6,
- music SFX "Celebration Song
- appendix 5 eg. letters

**PARTICIPANTS:** Up to 30 primary school students between 5-12 years old

**FACILITATORS:** Primary school teachers, educators and drama teachers

## AIM OF THIS WORKSHOP:

This workshop is designed to examine and explore the themes & topics of:

- Incorporating SPHE guidelines to workshop.
- Exploring GFS themes and making links to Stone Soup Story.

**TIME REQUIRED:** 40-60 minutes

**SETTING:** An appropriate classroom for the numbers attending, with particular attention given to movement. This workshop will be experiential and physical.

## OBJECTIVES

The workshop will provide the participants with the opportunity to:

- Begin to appreciate how people depend on each other in many aspects of life
- Develop a sense of belonging to his/her community
- Being aware of and appreciating the diversity of cultures and people in the local community, recognising their contributions and be aware of how differences can enrich his/her experiences
- SPHE discussions about: Community, Myself & Others, Myself & The Wider World

**NOTE: EDUCATORS/TEACHERS MAY ADAPT WARM UPS AND EXERCISES AS THEY SEE FIT TO THE NEEDS OF THEIR CLASSROOM AND STUDENTS.**

# PART A- GRATITUDE

## STEP ONE: LETTER

### 1. EXERCISE:

Thank you, Letter,

Explain that The full group, (with the teacher) will compose a “Thank you” letter from the Wanderers to the Villagers of the Stone Soup story. Use a large sheet of paper.

### TEACHER LED DISCUSSION

Relating to others. SPHE Guidelines p. 32, Appendix 4

- listen, hear and respond (Thank you letter) to what is being said by others
- accepting compliments and affirmations received
- express and record experiences, opinions feelings and emotions in a variety of ways
- explore and practice how to handle conflict without being aggressive

Discussion focuses on:

- listening to and thinking about the other person’s point of view
- presenting his/her own point of view clearly (in written word)
- seeking to persuade and compromise
- apologising and/or accepting apology

Teacher Writes the letter with suggestions and decisions made by the group. A voting system can be used if necessary, to choose lines and eliminate others before they are written onto the actual letter.

The letter will include:

- Reason for writing
- Thank you
- Explain position ie. why they acted as they did eg. desperate, hungry etc
- What they learned and how they benefited from being accepted and helped by the villagers
- Tell the villagers they have enclosed the recipe of the stone soup

After, ask one or some of the students to read the letter aloud to the rest of the group.

## 2.EXERCISE:

### Letter Reply

As above, the full group compose a reply from the villagers to the wanderers.

The letter will include:

- Reason for writing
- Explain position ie. Why they acted as they did eg. fear
- Apology for excluding the wanderers initially
- What they learned and what they gained as a community by including the wanderers and making the soup
- Thank you
- Thanks for and looking forward to using and making the recipe again.

After, ask one or some of the students to read the letter aloud to the rest of the group.

## PART B- COMMUNITY

### STEP ONE: RECIPE

#### 1.EXERCISE:

##### Exercise 1- Stone Soup- The community Recipe

Lead by the teacher, the students compose the Stone Soup recipe on a large sheet of paper with 3 columns to list ingredients eg. (see photo Appendix 5). Concentrate on one column at a time, beginning with the ingredients.

STONE SOUP RECIPE INGREDIENTS	STONE SOUP RECIPE SPECIAL INGREDIENTS	COMMUNITY BENEFITS
2 lb Carrots 2 cups barley etc	Kindness Teamwork Empathy etc Happier community learning	Inclusion Cohesion/ coming together Empowerment progression etc Fun Meeting new people

When it is finished, the sheet can be folded up by the 3 sections to make a fold-out Stone Soup menu.

## 2.EXERCISE: DISCUSSION

SPHE Discussion

SPHE discussion – Fiction meeting reality. How this story and what we've learned can be brought into our real world.

Teacher led discussion on Active Citizenship – SPHE Guidelines p. 33, Appendix 6

- What are you doing already as actual students?
- What can you/we do for our community?
- What can we do for other communities?

## PART C

### STEP TWO: CELEBRATION

#### 1.EXERCISE:

#### CELEBRATION SONG

- All students place their card cut-outs from previous workshop on the ground in a circle, yellow feet visible and touching hands (as per workshop 6 ). Put the Community Menu in the middle of the circle. The students form a circle around it.
- Tell the students that what they have learned from Stone Soup (Community menu ) is meeting their reality in the classroom and beyond. They can apply the community menu there too.
- Play the "Celebration" song from workshop 5.
- The group sing and dance to celebrate completing the exploration of Stone Soup but also to celebrate their work as a group, what they have learned, how they can apply this in the future.

## 2.EXERCISE:

Congratulations!

Students walk the space, shaking hands “Congratulations!” and “Job well done!” reply.

## 3.EXERCISE:

**Unison Clap:** Group return to a circle. All participants raise hands to shoulder height with palms facing each other. The group are asked to watch the facilitator’s hands and clap in unison when the facilitator claps.



## Appendix 1

Primary School Curriculum, Social, Personal & Health Education, 1999 Government of Ire-land

### **Strand: Myself**

#### **Strand Unit: Self Identity**

The child should be enabled to:

##### Self-awareness

- develop an appreciation of and talk about personal strengths, abilities and characteristics
- recognise and appreciate the similarities and differences between people
- identify and talk about personal preferences, dreams for the future and hopes
- become aware of his/her immediate world through the senses

##### Developing self-confidence

- become more independent and self-reliant taking responsibility for personal belongings asking for help when needed reflecting on his/her learning and experiences assessing his/her progress appreciating that making mistakes is part of the learning process saving money, looking after school clothes
- explore different ways of coping with change seeking clarification, taking time to adjust
- express personal opinions and preferences and acknowledge those of others and comment on them

##### Making decisions

- recognise and reflect on choices that are made every day
- discuss the factors that may influence personal decisions or choices
- realise that being involved in decision making demands more personal responsibility

beginning to realise that more opportunities to make choices will be given as the trust of others is earned and maintained.

## **Strand: Myself and others**

### **Strand unit: Myself and my family**

The child should be enabled to

- identify and talk about those who live at home and recognise that homes and families can vary

personal names, sex, physical description, characteristics

- recognise his/her role and place in the family unit and the contribution made by each member to the family
- appreciate his/her own family and identify ways in which members of families can help, support and care for each other.
- explore many of the things that are learned in families, both practical and otherwise

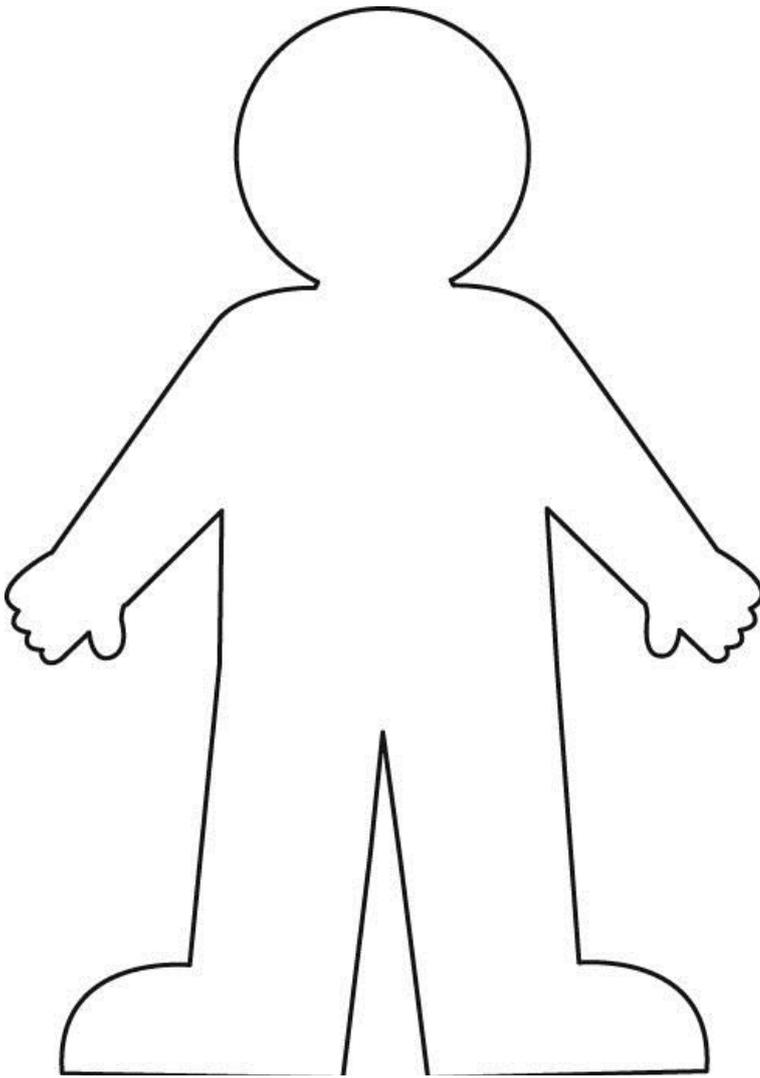
### **Strand unit: My friends and other people**

The child should be enabled to

- discuss personal friends and why he/she enjoys being with them
- identify, explore and discuss qualities and skills associated with friendship  
spending time together talking, playing, travelling together forgiving each other, trusting each other being sensitive to the feelings of one's friends
- explore how friends can influence personal actions and decisions  
adopting a healthy eating option, isolating a classmate, welcoming a newcomer, taking a risk, persuading one to smoke, using inappropriate language
- know how to treat people with dignity and respect  
calling people by their proper name, respecting the personal belongings of others, practising care and consideration, courtesy and good manners when interacting with others
- recognise and explore bullying behaviour, who is involved and the effects on different people  
the bully, the child being bullied, the onlookers
- know that bullying is always wrong and what should be done if one is being bullied or sees it happening to someone else.

## Appendix 2

Cut outs – cardboard



## Appendix 3

### Strand unit Growing and changing

The child should be enabled to

As I grow, I change

- begin to recognise the physical, emotional, social and spiritual factors that promote growth love, food, warmth, shelter, communication, friendship, sleep
- realise that growth takes place in many different ways and is unique to each individual

- physical
  - growing out of clothes and shoes
  - social
  - making new friends, joining clubs, playing or engaging in sports together, an increasing ability to communicate
  - intellectual
  - improving mental skills and abilities
  - spiritual
  - becoming more reflective, enjoying quiet time for longer periods, experiencing wonder through the senses
- realise that growing up brings increased responsibility for himself/herself and others making own lunch, putting away school clothes, helping to feed a younger child

## **New life**

- begin to understand that reproduction, birth, life, growth and death are all part of a life cycle
- appreciate what is necessary in order to provide and care for new-born babies in both the animal and human world

love, regular feeding, nappy changing, careful bathing, medical check-ups

- realise the various roles parents and other family members have in providing for newborn babies

love, time, energy, talking to baby, money, patience

## **Feelings and emotions**

- name and identify a wide range of feelings and talk about and explore feelings in different situations

when I changed classes, when my brother/sister was born, when I got glasses for the first time when I attempted something new when I was excluded

- realise and explore the various ways feelings can be expressed and dealt with and choose which are the most appropriate and acceptable

1. affection
2. shaking hands, hugging
3. anger
4. crying, telling someone that I am angry
5. loss
6. crying, remaining quiet, asking for help
7. hurt
8. isolated, angry, seeking an apology

- identify people with whom he/she can discuss feelings and emotions
- become aware of and be able to choose healthy ways of feeling good about himself/herself

- explore the various feelings that change as one grows what made me laugh when I was younger the things I was afraid of when I was younger the things that I find funny or that make me cry now
- recognise that individual actions can affect the feelings of others

## **Appendix 4**

### **SPHE Guidelines p. 32**

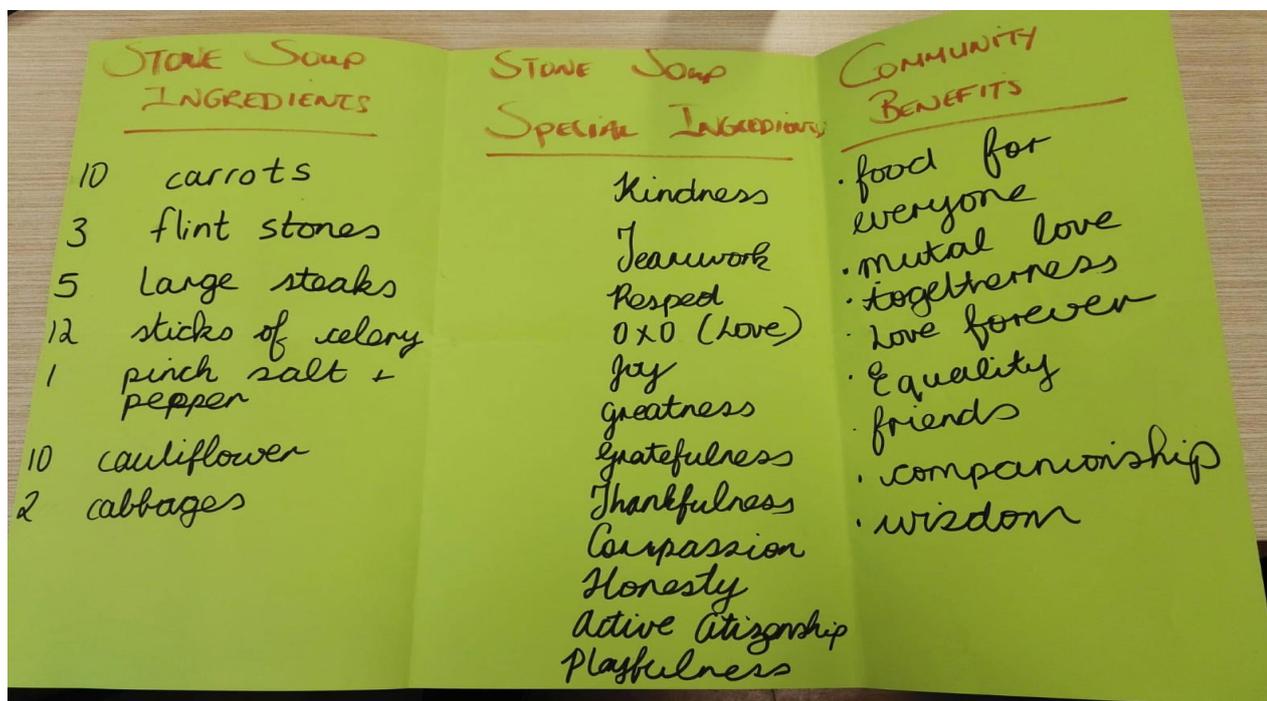
#### **Strand unit Relating to others**

The child should be enabled to

- distinguish between verbal and non-verbal behaviour and know how they are used in performing social functions  
introducing oneself and others expressing concern and appreciation expressing thanks, asking questions, offering help
  - listen, hear and respond to what is being said by others  
accepting compliments and affirmations received
  - express and record experiences, opinions, feelings and emotions in a variety of ways through:  
oral language, drama and improvisation drawing, painting, music
  - explore and practise how to handle conflict without being aggressive
1. listening to and thinking about the other person's point of view
  2. presenting his/her own point of view clearly
  3. seeking to persuade and compromise
  4. apologising and/or accepting apology
  5. practising using assertive behaviour when dealing with others.

## Appendix 5

Recipe example



## Appendix 6

**Strand: Myself and the wider world (Active Citizenship – SPHE Guidelines p. 33)**

### **Strand unit Developing citizenship**

The child should be enabled to

My school community

- explore what it means to belong and recognise some of the different groups to which he/she can belong
  1. family, class, school, village, town, city, club, parish
  2. activities that promote belonging projects, games, concerts, book time
- recognise and write the name and location of his/her own school and identify those who constitute the school community
- discuss and appreciate how the positive contributions of each person can make the class or school a better place for everyone

- engage in group activities in the class and learn how to share, co-operate, listen to, work and play together
- exploring issues of sexual equality that may arise with friends and others
- practising fairness when playing or working together, taking turns

### Living in the local community

- begin to appreciate how people depend on each other in many aspects of life
- some people in the community may be in need or require special attention
- develop a sense of belonging to his/her own local community
- recognising, participating in and enjoying the celebration of local events
- be aware of and appreciate the diversity of cultures and people in the local community, recognise their contributions and be aware of how differences can enrich his/her experiences
  - develop an awareness of people in other places
- other communities, other towns, other countries
- identify those who have special responsibilities for looking after people in the community and the importance of the contribution of each individual to community life

### Environmental care

- appreciate the environment and realise that there is a community and individual responsibility in caring for and protecting the environment.

The sub-unit Environmental care is developed in detail in SESE geography and science.

## Appendix 7

Dear Wanderers (Our new friends)

Thank you for asking, we are all well. We were glad to help. We have learned a lot from your visit. Everyone deserves a chance to be respected and how important it is to show kindness to each other. We are sorry for excluding you, we were wrong, and we have learned our lesson. We have shared the recipe with others, and we have felt the benefit of sharing and being kind. We would like to invite you to our 1st stone soup festival and to be our guests of honour. You are always welcome in our village. Our door is always open. Love from the Villagers  
XOXOX

