



All Children in the World are Talented, All!

A Kit for Educational Professionals

June 8th – 16th, 2013

Created by Living School

www.livingschool.fr



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<https://www.facebook.com/enfantstalents>



An Event in Association with The Planetary Week for a Better World

- “All Children are talented, ALL of them!” is an event created in association with **The Planetary Week for a Better World** (www.the-planetary-week.org/en)
- **The Planetary Week for a Better World** is a global challenge, a project of unprecedented scope, held every year across 5 continents, happening in 2013 from **June 8th through 16th**.
- During this week, all the organizations, businesses, local government, education and health sectors are invited to **take initiatives and make decisions to create a better quality of life for everyone on the planet.**
- The objective is to respect and satisfy the **essential and fundamental needs** of all human beings. These ethical principles concern the simultaneously and equilaterally taking into account the following needs:
 1. Good Health (vitality and of course, access to food and water!)
 2. Security (physical, psychological, and economic)
 3. Access to knowledge (education, accurate information)
 4. Respect for all human beings, the planet, and life in general
 5. Maintain stability and well being
 6. Include rather than exclude (in all arguments, include the real causes and effects or various impacts)
 7. Create and be able to establish a quality project



The Planetary Week for a Better World in a Nutshell

- This week is a moment dedicated to the assembly of society's movers and shakers. Each can decide to **take constructive initiatives in accordance with their own diverse opportunities, positions, culture, desires, and strengths.**
- There is no imposed format for participation. Each community is **free and encouraged to design their own unique way of getting involved.** Create, exchange and/or collaborate to provide a better quality of life for your relations and fellow citizens of the world.
- This period will permit and instigate a **global repositioning**: act no longer on a basis of narrow short-term vision, but instead **develop fresh and innovative perspectives of quality around you and for everyone on this Earth!**
- **This week exists to offer rather than to receive, to give rather than take, and to encourage rather than criticize.**



All Children in the World are Talented, All!

- We are parents, grandparents, education professionals, neighbors, friends, relatives; we are many who are in regular contact with children, and from June 8th through the 16th 2013, we invite you to **recognize, celebrate, and praise all the children around us!** Because all children are talented, ALL of them!



- During this week, we invite you to focus on the strengths, the qualities, the riches, the talents, and the skills- in a word, the **POTENTIAL** - of all the children of the world. Being confident in one's capacities and abilities from a young age is a gift for life! It would be wonderful if rather than concentrating on the limitations and difficulties of a child, or perpetuating the idea that they “can do better” or “can’t,” we redirect our attention with resolute determination to see their enormous potential. Children truly do possess an infinite potential to create, invent, grow, and develop their hearts and minds.

Spreading the word in our schools, learning centers, after-school programs and families!



- Let's make sure **everyone in our schools, learning centers and after-school programs** knows about this special event! We can share this positive message by creating a positive and constructive learning environment that allows room for children to make mistakes and sees the potential in each child without judgment. Teachers, educators, facilitators, and others can, for example, celebrate each child's success by setting aside a time where each child takes turns sharing what he or she did well that week. You may hear comments such as, "I'm happy because I'm learning a lot of new things", or "I rode my bike without training wheels for the first time!" or even "I'm proud of myself because I helped a friend."



- How can we share the message **with our families**? By praising and encouraging our children. That is how we help them to construct a positive self-image and to develop confidence in themselves. Encouraging a child is like putting mulch around a tree: it nourishes them and helps them to grow strong while maintaining their flexibility.

Actions that Make a Difference!

- Whether it's something small like a smile or a kind word, or something bigger like organizing a children's fest, show-and-tell, or a children's art exhibit, there are thousands of ways to get involved this week! You will find many ideas in this kit and on the Planetary Week for a Better World [website](#) and on our [Facebook page](#). You can also share your own ideas on the Facebook page and celebrate your success!



- Learning to see the potential in every child is both urgent and critical. Due to the many global crises we are facing (environmental, economic, social, health, etc.), we need, now more than ever, confident men and women who believe in their ability to create a sustainable, fair and ethical world. We need a world that brings together performance and ethics, professional efficiency and personal fulfillment, action and meaning, mental intelligence and the intelligence of the heart. It is up to us to make it happen!



What Can I Do For Children in My Classroom?



During the week of June 8th through 16th 2013 (and all the following weeks!):

- I can cultivate a positive attitude, praising and encouraging all the kids.
- I can create one or many opportunities to shine the light on the children and their talents.
- I can reach out to my colleges to collaborate in the creation of events between multiple classes and even the whole school or district.
- I can prolong this initiative throughout the whole year to foster a positive climate based on cooperation and confidence.
- I can share our projects, ideas, materials and celebrate our successes on the Facebook page: <http://www.facebook.com/enfantstalents>



What Can I Do For Children in Our Youth Centers, Community Centers, Recreational Centers and Day Care Centers?



During the week of June 8th through 16th 2013 (and all the following weeks!):

- I can cultivate a positive attitude, praising and encouraging all the kids.
- I can create one or many opportunities to shine the light on the children and their talents.
- I can reach out to my colleges or to other centers to collaborate in the creation of communal events.
- I can prolong this initiative throughout the whole year to foster a positive climate based on cooperation and confidence.
- I can share our projects, ideas, materials and celebrate our successes on the Facebook page: <http://www.facebook.com/enfantstalents>



What Can I Do For Children in Nurseries, Preschools and Day Care Centers for Infants and Toddlers?

During the week of June 8th through 16th 2013 (and all the following weeks!):

- I can cultivate a positive attitude, praising and encouraging all the kids.
- I can create one or many opportunities to shine the light on the children and their talents.
- I can reach out to my colleges or to other centers to collaborate in the creation of communal events.
- I can prolong this initiative throughout the whole year to foster a positive climate based on cooperation and confidence.
- I can share our projects, ideas, materials and celebrate our successes on the Facebook page: <http://www.facebook.com/enfantstalents>



Resources

- Practicing Non-judgment
- Introducing Success Notebooks
- Celebrating our Gifts
- Knowledge Fair
- Bulletin Boards with Positive Messages
- Children's Councils
- Open Stage and Exhibitions
- Cooperative Games
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Research Sources

- The Psychology of Evolution has inspired the majority of the resources that are proposed to you in the Teaching Kit. Created by Edel Gött (www.recherches-et-evolution.com), the Psychology of Evolution is a process of development and evolution of the individual and society, which values and realizes the potential of each person. It is the creation of life skills and value, which seeks the overall self-fulfillment and development of people in all of their dimensions: intuitive, intellect, emotional and physical.
- Certain elements regarding conflict resolution (such as the story Gigi the Giraffe) have been inspired by the Center of Non-Violent Communication (www.nvc.org)
- The experience called “The Balloon of Compliments” was taken from the book “Calm and Attentive as a Frog” by Eline Snel (www.commeunegrenouille.fr)
- The “Knowledge Fair” and the Children’s Councils are inspired in part by the French pedagogue, Freinet: (www.icem-pedagogie-freinet.org)

Non-Judgment

- The Psychology of Evolution is based on the hypothesis that all individuals have infinite **potential** to create, imagine, raise their awareness, adjust their beliefs, make changes and transform their lives. When talking about this with young children, the term “treasure” can be used in place of “potential”. You can tell them that each child has a great big treasure inside of them.
- Practicing **non-judgment** means getting rid of negative criticism and condemnation of others and also of ourselves. It means that we base our beliefs about others on the principal that “each of us is doing the best we can without what we are, what we have and what we know at the time.” It means looking for the potential in others and allowing them to live up to that potential instead of being constrained by limits and missed opportunities.
- It means choosing to say “You are having a lot of difficulty with math right now” instead of “You aren’t any good at math.” In the first case, we are making an observation. We aren’t judging the person. On the other hand, if we say “You aren’t any good at math”, we are attacking the person’s identity. The Psychology of Evolution encourages us to identify ourselves with our potential and to see that, though we may have difficulties, those difficulties are not who we are. We can always change and grow.
- Practice **saying negative comments** such as, “I can’t do this” or “When it comes to math, I’m terrible” **in the past tense**. These kinds of comments represent judgments and negative beliefs we have about ourselves. If we state them in the present, we are creating a law or limit in our minds that prevents us from changing. If we want to change something about ourselves, the first thing we can do is to open the way for change in our minds by formulating such comments as follows: “Up until this fraction of a second, I wasn’t able to do math, or I felt like I was terrible at math.” Doing this is one way we can shift our focus from the problem to our potential for growth. By focusing on our resources, we can find the means to overcome our difficulties.

Putting Non-Judgment into Practice

Turn judgments into observations:

- Ask children to make a list of judgments they hear often.

For example, “He is mean.”, “Are you stupid, or what?”, “She is always late.”, “I’m no good at math.”, etc.

- Help them to add to the list by including examples of judgments you hear often hear coming from them.

- Help them turn the judgments into observations:

For example, “He is mean.” → “When Leah took the balloon away from him, he hit her on the back.”

“Are you stupid, or what?” → “Did you not understand what I said?”

“She is always late.” → “She came in after the bell rang three times this week.”

“I’m no good at math” → “Up until now, math has been hard for me.”

- Make a decision together to be on the lookout for judgments made in the classroom and to help each other to reformulate them every time. Obviously, this requires the adult in charge to set a good example!

Conflict Resolution

In lieu of entering into a power struggle between children who are in a conflict and imposing judgments upon each other, ask the children to respect the following steps of conflict resolution:

1. **FACTS:** What did I see and hear?
2. **FEELINGS:** What am I feeling exactly? (anger, sadness, frustration, fear, ...)
3. **NEEDS:** What are my needs?
4. **REQUESTS:** What is my request?

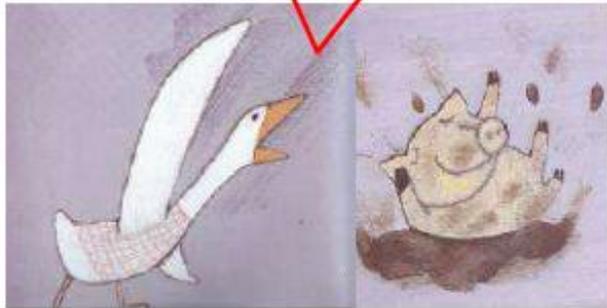
Together read the book (a French story) Gigi the Giraffe in the Kingdom of Animals. Highlight the example of the conflict between the goose and the pig.



How to Express Oneself

Instead of Saying:

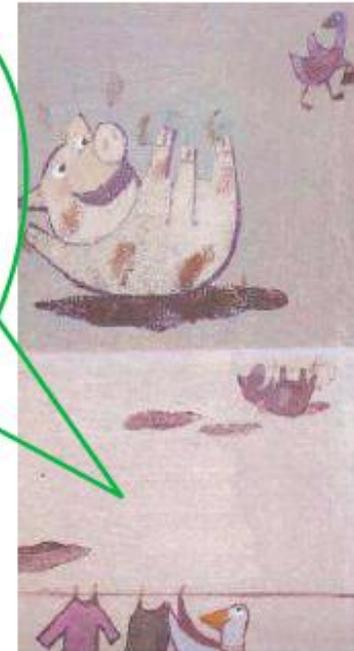
"You've dirtied my laundry, you disgusting pig!" - says Goose



I Say:

"I would love it if you would choose to roll over there away from the laundry I just washed."

- says Goose



How Did the Goose Resolve His Conflict with the Pig?

- 1. FACTS:** What did I see and hear?
=> *"When you were rolling in the mud, you soiled my laundry."*
- 2. FEELINGS:** What am I feeling exactly? (anger, sadness, frustration, fear, ...)
=> *"I was angry when I saw my laundry dirty after I just washed it."*
- 3. NEEDS:** What are my needs?
=> *"I need my laundry to be clean and smell nice."*
- 4. REQUESTS:** What is my request?
=> *"Can you please roll in the mud further away from my laundry?"*

Success Notebooks

Preparation:

- ✓ Gather many notebooks with all-white pages for each child in your class and one for you, too!
- ✓ At your disposition, have many coloring utensils for the children and other materials to decorate the cover (be creative)!
- ✓ Each week dedicate time to celebrating the successes of each child, yourself, and the class as a whole.
- ✓ During this dedication time of celebrating success, provide children with markers and crayons to draw and write about their successes in their Success Notebooks.



Introducing Success Notebooks

Explain the concept as follows when all the children are gathered together in Circle Time or Assembly:

- Each week, we are going to celebrate our successes together. Successes are things we did that we are proud of or that made us happy. For example, you probably feel very proud when you learn something new, or when you manage to do something that you weren't able to do before, or when you help a friend.
- We are going to celebrate our success in a positive environment without judging each other. Each student will have a chance to share and no one will criticize other students' successes. In fact, we are going to celebrate by applauding each child. We can also remind our classmates of things that they have done well in case they forgot.
- This time (to give them an example), I will start by sharing something I am proud of and then each one of you will have a turn to share. We will applaud each person after they are done sharing.
- At the end of each session, I will hand out your success notebooks and we will all go to our seats to decorate our notebooks so that we all have a unique and beautiful notebook to remind us of all the wonderful things we've done!
- Each week we will celebrate our success by decorating our notebooks with drawings symbolizing our accomplishments. We will use lots of color and write a few sentences to remind us of what we did successfully. For very young children, an adult can ask what successes they would like to celebrate and can then write the children's comments in their notebook for them.



Make Success Notebooks Come Alive!



- Each week, at a designated time, children share their successes during Circle Time and we all celebrate.
- The children can celebrate their successes at home as well as at school.
- At first, we help children who have trouble thinking of something to celebrate by giving them examples of things we have observed.



- For children who tend to make up stories and stay in the world of the imagination, we accept whatever they choose to share and then give real, concrete examples of things they have succeeded in doing and encourage them to celebrate those.
- Each child is then invited to do a drawing symbolizing their success in their notebook using as many colors as possible, and taking up plenty of space on the page. They also write a sentence or two describing what they have chosen to celebrate.



Celebrate Everyone's Qualities & Gifts

Preparation:

- For this activity, designate 2-3 sessions of 30 minutes each.
- Using the attached illustrations, share the following qualities that are illustrated in the images: generous, helpful, courageous, funny, witty, inventive, intelligent, beautiful (with emphasis on one's internal beauty), empathetic, sweet, nice, kind, joyful, dynamic, calm, polite, a good friend, attentive, etc. The following images are extracted from the 1981 children's story Good Morning! written by Marcelle Vérité and Gyo Fujikawa.
- Print the images out in the following format:
 1. A large copy – one that is big enough for display on a white board, for example.
 2. Many 8 x 10 copies so that each child can cut one out and glue it into their notebooks
- Optional: Include a photo of each child.

During Circle Time:

- Introduce each of the qualities by announcing, "Today we are going to discuss each of our special qualities/gifts."
 - What is a quality/gift? (*Presented in a positive manner for yourself, for others and for the world.*)
 - Does everyone have one? (*Yes, because everyone has potential!!*)
 - Together we are going to see examples of qualities/gifts. I am going to show you some images and you're going to tell me what kind of activities best describe this action.
- Present each image and ask the children to describe activities that best describe that quality:
 - Show each image one-by-one and ask the children to guess which quality it is.
 - When it is guessed correctly, display the image on the board (to be re-visited later).
- Take a moment for class visualization:
 - Ask the class, "Who wants to tell one of their buddies about how s/he appreciates a quality about someone else in our class? If the class is struggling to get started, lead by example.
 - Select a quality to show the class and ask them to think about whom they think exemplifies that quality in class.
- Explain the following activity: On a large sheet of 8 x 11, ask children to cut and paste their own qualities onto the paper.
- In Activity:
 - On a large sheet of 8 x 10 draw a heart in the center with the writing: "My Gifts." As an option they may paste a portrait.
 - Cut out the pictures of the board and stick them around the heart
 - Color and decorate
 - Go around to see every child and encourage him/her to go see for him/herself so that no one forgets about their special gifts. Encourage those who are struggling to find qualities/gifts about themselves.

I am ...



a great friend



a great friend



loving and affectionate



generous



funny



helpful and kind



joyous



flexible



athletic



beautiful and strong



determined



curious

I am ...



concentrated



courageous



attentive



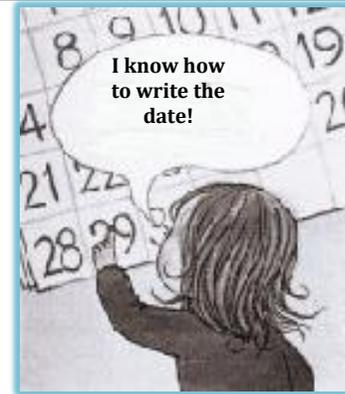
grateful



creative



calm



intelligent



I love the nature!

The “Balloon of Compliments” Game

Extracted from Eline Snel’s book Calm and Attentive Like a Frog (In French: Calme et attentif comme une grenouille; Publisher: Les Arènes; page 118):



“During gym class, 28 children about 10 years old form a circle to play the “Balloon of Compliments” game. The first child takes the ball, names a classmate and says (while tossing the balloon in that classmate’s direction): “_____ is wonderful, because if we argue sometimes, s/he is always first to try to get us to reconcile.” When the said classmate catches the ball, s/he says, “Thank you very much!” Next, the child now holding the ball takes a moment to reflect and look for another classmate to compliment. Naming a classmate and tossing her the ball, he says “I think you’re great because you never pretend to be someone you’re not.” The girl catches the ball when receiving the compliment and smiles. She then tosses the ball to another classmate, saying, “You’re a real friend and a great listener!” Finally, the ball is tossed to a boy who often irritates others in the classroom. He receives the compliment, “I find you’re really trying to be much nicer to us this week!” After the practice is repeated many times, teachers have noted significant changes in the classroom environment, saying, “Students compliment one another easier, especially when a classmate succeeds at a difficult task.” Or, “The children are more helpful.” And, “I’ve noticed less clicks in my class now.”



The “Knowledge Fair”



- The principle, inspired by the French pedagogue and educational reformer, Freinet, is simple: all children have a passion for knowledge that they can enhance and share! Give them this opportunity by organizing something called a “knowledge fair,” which is essentially a marketplace for sharing their knowledge together (as seen in the photo, for example, they can create individual booths/stands to share their knowledge). When fun is involved, children happily and freely exchange ideas with one another!



- The “knowledge fair” allows children to realize their potential and encourages them to engagingly exchange and cooperate in their learning. They will develop their confidence in themselves and their own ability to build their knowledge.

How to Set the “Knowledge Fair” in Motion

1. When introducing the “knowledge fair,” it is essential to provide children with the desire and the confidence to want to do it. Start by sharing with them the joy you feel when you teach or share knowledge with them so that you pique their interest and enthusiasm to want to learn and discover new things. To spark their interest, help them realize that even though they are not adults, parents or teachers, they each know something (from the books they read, experiences they’ve had, etc.) that they can share with others. Then, introduce the concept of the “knowledge fair.”
2. Ask the children what they would each like to share and learn from their classmates. Understand that some children will want to be alone, others in pairs, others in small groups, etc. For example, some children will offer to teach their classmates how to count to 10 in Japanese, or teach them how to perform capoeira, or teach their friends how to play a note on the violin, etc. Welcome all offers and suggestions! Encourage them to think outside their scholarly knowledge and embrace other types of knowledge.
3. Ask children to help determine the specific requirements for each stand/booth in terms of material, numbers of participants, instructions, etc. For example, for the children who can write, have them fill out a preparation sheets at their booths, etc.
4. Have children create poster presentations for each of their stands and they can incorporate a green and red light to signal to their classmates when others can have access to their stand.
5. Identify with the children the time and place of the stands. Develop a list of stalls and ask children to sign-up for the stands of their choice. Throughout the year, hold several sessions of the “knowledge fair” to allow all children to lead and participate in a booth. Each child has a participation form with the details of stand. This form will be validated, stamped, signed by the leader of each booth they visit.

A Day of the “Knowledge Fair” and Afterwards

1. On the day of the knowledge fair, give each child preparation time to set-up their stand before the market begins. Let children facilitate their own stand, ensuring that the rules are correct and that the circulation between stands is fluid.
2. At the end of the knowledge fair, everyone helps to clean up and then take a long time to celebrate all the wonderful things you observed during the knowledge fair. For example, children helping each other, new knowledge being shared, etc. Highlight the successes of each child!
3. An assessment can be done afterwards, as it will allow everyone to analyze their strengths and evaluate points for improvement.
4. After trying the first couple knowledge fairs and seeing the pleasure felt by the children in learning from this original and motivational setting, feel free to extend the knowledge fair to include your school community by inviting parents, neighbors, other classes and even other schools to your knowledge fair.



Bulletin Boards of Positive Messages



- Bulletin boards of positive messages are there to cultivate a positive and constructive climate and to promote collaboration and recognition of each person's qualities.
- They can embody many different forms including a combination of art projects.
- For example, to focus collaboration, highlight all the moments of group work and collaboration. Paint a giant sky with the children and encourage them to design or decorate many suns. Each time a child witnesses and shares a moment of collaboration or team work, invite them to take a sun and write, "I saw so-and-so help so-and-so do thus-and-such," and glue this new sun in the sky!
- You can also decide to focus of everything the children love and make a tree of hearts. Each child can note in a heart that they have previously decorated all that they love (their parents, grandparents, pets, nature, tomatoes, etc.) This activity can also be designed as an exchange: We are going to give our hearts to another class (in the same school, at a different school, in another country) and those students will send us their hearts!

Children's Councils



- The Children's Council is there to help children to be involved in the day-in and day-out practical management of their classroom life and atmosphere. In turn, they develop cooperation skills and citizenship. It gives them a voice and an opportunity to suggest improvements, celebrate successes and to manage potential conflicts.
- Depending on the age of the children a Children's Council can last anywhere from 15 - 45 minutes. It can also occur every week or every 15 days.
- The children should arrange their chairs or bodies to form a circle and they should use a "talking stick" to designate the child speaking at the moment to which they can pass around. They will also choose a president to lead, a secretary to take notes and a timekeeper.



Preparation for a Children's Council

- In the classroom, have a notebook or a mini-bulletin board with post-its available for the children to use where they can build the agenda by addressing three groups of topics:
 - "I want to celebrate ____."
 - (This is reserved to celebrate the successes that correspond with a decision made at the previous council.)
 - "I want to solve ____."
 - (This is reserved for addressing a problem with organization, a conflict between children, etc.)
 - "I want to speak about ____."
 - (This is reserved for talking about the next field trip, a project, recess, games, etc.)

All decisions made by the Children's Council are to be signed by everyone so each child assumes its responsibilities and needs.



- It also useful to provide children with an "Advice/Tips Notebook" for the children to record their decisions and suggestions from one session to another and to measure their progress at the end of the year.

The Children's Council – The Procedure

- The President announces to the group that the council has started and reminds everyone of the council rules. For example, the child holding the “talking stick” is the only speaker until the “talking stick” has been passed onto the next speaker. Or, for example, the council members uphold a caring and non-judgmental atmosphere with one another, etc..
- A member of the council reviews the decisions made at the previous council meeting and checks to see if those decisions have been implemented? If so, celebrate them and, if not, to add them back to the agenda.
- Sharing successes: the President of the council (or another member) reads all the celebratory notes from the other members, "I want to celebrate ..."
- Sharing issues that need to be resolved: the President reads all the notes that express “I want to solve...” Together, the council discusses possible solutions. If there is a conflict between two children, apply the steps mentioned earlier regarding conflict resolution and together the entire council can decide to vote for a new rule.
- Management of conflicts, whether it is a subject that concerns everyone will have to decide to vote a rule of life.
- Sharing of other points: the Chairman read all the notes "I mean ...". Children express themselves on each turn and the board shall rule on any decisions. This is also the moment where children can propose projects for the classroom. For example, as part of the *Planetary Week for a Better World*, children may propose projects to contribute to their grade.
- How is the class? : This is the way to take inventory of the week or the past quarter. What's going well? What needs improvement?
- The president concludes: "The board is now closed, thank you all for your cooperation. The points that have not been addressed will be at the next council. "



Open Stage and Exhibitions

- Open Stage is a time set aside for children to put their talents on display! They may sing a song, play a musical instrument, put on a skit, and the list goes on.
- Exhibitions are a way for others to see all the wonderful work the children have done (art and other projects, photography, etc.)



Cooperative Games



The parachute serves as a wonderful opportunity to teach many cooperative games with groups of children as adults, especially outdoors. It teaches coordination and cooperation in-action as a group.

- Cooperative games teach us how to succeed together rather than to win as an objective. What a joy it is to succeed at something all together and to encourage one another!
- As stated by Albert Jacquard (A French geneticist and essayist who is well known for defending ideas related to the concept of *degrowth*), “when I win I automatically make losers. Winning produces exclusion. Conversely, I can succeed and my neighbor can succeed. We can all succeed together. The concept of success is not behind the competition.”
- There is much joy when we cooperate! Moreover, cooperation allows each of us to develop a greater intelligence more globally, because it invites us to come out of the “every man for himself” mentality and take into account not only our needs, but the needs of others, as well. Our societies on a whole would logically gain from adopting a more cooperative mindset, because it would really contribute to mutual enrichment.



Examples of Cooperative Games



The Wolf Game

Manufacturer: Nathan

Recommended Age: 3 years and up

Number of Players: 1 – 4 players

This is a great game that supports cooperative play. Players go into the forest to fill their baskets with flowers, strawberries, mushrooms, etc., but they must hurry before the wolf is fully dressed and emerges.



The Orchard

Manufacturer: Haba

Recommended Age: 5 years and up

Number of Players: 2 – 4 players

This game is a classic! For over 20 years this cooperative game has been one of the most popular. Children harvest apples, pears, plums and cherries in the orchard. Everything must be picked up and distributed before the crow comes to eat them all. This game is excellent for teaching children about sharing and cooperation.



Shadows over Camelot

Manufacturer: Days of Wonder

Recommended Age: 10 years and up

Number of Players: 3 – 7 players

You and your friends are the gallant knights working together to protect the castle of Camelot from the forces of evil.



Belfadar

Manufacturer: Foundation Evens

Recommended Age: 10 years and up

Number of Players: 4 – 8 players

This cooperative game is not only entertaining thanks to its diversity, it is also an opportunity for everyone to exercise their particular talents so that the players combine resources to successfully complete the challenges.

Children Who Change the World



- The Planetary Week for a Better World invites us, on any level, to make the necessary decisions and initiatives to contribute to a better life for our planet and all its inhabitants! Since children naturally have a great sense of fairness and justice, offer them the opportunity to participate in this event and they will certainly rise to the occasion and bring their own contributory momentum to the world.
- During a school council meeting, offer children time to share project ideas for a better world. Together, you can decide on a joint project to launch. Depending on the amount of time you have to dedicate to it, it may be a local action (in school, neighborhood, village level or city), national or international action. Also, consider partnering with an NGO.
- For example: You can choose to save children from hunger by working with Action Against Hunger: <http://www.actionagainsthunger.org/take-action/student-center/students-taking-action>
- You can replant trees with "Forest & Life" in the project schools and Forests solidarity: <http://www.forestandlife.com>
- You can protect species endangered by downloading the training kit WWF: http://wwf.panda.org/about_our_earth/teacher_resources/
- You can initiate a clean-up nature, planting and community gardening projects, too!

Your Event Representatives

- **In France:**

Living School (www.livingschool.fr):

Caroline Sost and the Team

info@livingschool.fr

6 rue Georges Auric

75019 Paris

- **In the U.S.:**

Green Generations (www.greengenerations.org)

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If you or your school/organization is interested in becoming a representative, please contact us at: info@livingschool.fr

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