

Activity Cards



WELCOMING THE CHILD = WELCOMING THE FAMILY

Introduction

1.A Vocabulary

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FEELING OF BELONGING

Introduction

2.A The identity

2.B This is ME

2.Γ The family

2.Δ All those that.....

DIVERSITY

“WE ARE ALL DIFFERENT, WE ARE ALL EQUAL”

Introduction

3.A Skin color

3.B Hair

3.C My language, your language, languages... of the entire world!

3.D A different visitor (Tzenan / Tzamil)

3.E Our flags (music and movement)

3.F “BOUGADA” (“Laundry”) play drama

3.G Our Multicolored celebration. A multicultural project

3.H Ένα διαπολιτισμικό σχέδιο δράσης

3.I Our music, our songs (1)

3.I Our music, our songs (2)

INTRODUCTION

Welcoming the child = Welcoming the family



INTRODUCTION

Welcoming the child = Welcoming the family

The reception area's environment plays a significant role in making families feel welcome.

The 1st section consists of 8 cards.

The "LEXIKON" cards (1.a till 1.a.5) they mainly aim to facilitate verbal communication with both the parents and the child.

They contain key words, expressions and short sentences that the educator uses during the first days of presence of the family in the kindergarten. The presentation is in English, French, Arabic and Farsi, languages mainly used by refugee / immigrant families.

Activities proposed in the following cards (1.b and 1.c) aim to create a friendly welcoming environment for these families.



Lexicon 1A.1

ENGLISH	FRENCH	ARABIC	FARSI
Good morning	Bonjour <i>μπονζούρ</i>	صباح الخير <i>σαμπαχ αλ κχερ</i>	صبح بخیر <i>σομπ μπε χέιρ</i>
Come in	Entrez <i>εντρέ</i>	تفضلوا <i>ταφαναταλου</i>	بفرماید <i>μπεφαρμαϊντ</i>
Where are you coming from?	D' où venez-vous? <i>ντου βενέ βου;</i>	من أين أنتم <i>μιν αϊανα αντουμ</i>	اهل کچا هستید؟ <i>άχλε κοτζά χαστίντ;</i>
Do you live nearby?	Vous habitez près d'ici ? <i>βου ζ αμπιτέ πρε ντισί;</i>	هل تسكنون هنا في المنطقة؟ <i>χαλ τασκονουμ χονα φι αλ μαντικαχ;</i>	در این نزدیکی زندگی می کنید؟ <i>νταπ ιν ναζντικί ζεντεγκί μικονίντ;</i>
How old is your child?	Quel âge a votre enfant ? <i>κελ αζ α βοτρ ενφαν;</i>	كم عمر طفلك؟ <i>καμ ουμρ τεφλικ;</i>	فرزند شما چند ساله است ؟ <i>φαρζαντέ σομά τσαντ σαλέ αστ;</i>
Boy / girl?	Garçon / fille ? <i>γκαρσον / φιγ;</i>	ولد/بنت؟ <i>ουαλαντ / μπιντ;</i>	پسر / دختر؟ <i>πεσάρ / ντοχτάρ;</i>

ENGLISH

The day care center is open from Monday to Friday from 7.00 to 16.00 o'clock.

δε ντέι κερ σέντερ ιζ όπεν φρομ Μάντει του Φράιντει φρομ 7.00 του 16.00 οκλόκ

Tomorrow is a holiday, we are closed

τουμόροου ιζ ε χόλιντει, ουί αρ κλόουζντ

Which language do you speak at home?

ουίτς λάνγκουατζ ντου γιού σπίκ ατ χόουμ;

Does your child understand any Greek?

νταζ γιόρ τσάιλντ αντερσάντ ένι γκρίκ;

FRENCH

La crèche est ouverte du Lundi au vendredi de 7.00h à 16.00h

λα κρες έ ουβερτ ντυ λεντί ο Βεντρεντί ντε 7.00 α 16.00 έρ

Demain c'est congé, nous sommes fermés

ντεμέν σε κονζέ, νου σομ φερμέ

Quelle langue parlez-vous à la maison ?

κελ λανγκ παρλέ βου α λα μεζόν;

Est-ce que l'enfant comprend le grec?

εσκ λάνφάν κομπρέν λε γκρεκ;

ARABIC

الحضانة تعمل من الإثنين حتى الجمعة من الساعة 7.00 صباحاً حتى 16.00 مساءً

αλ-χαντανα τα'μαλ μιν αλ-εθνειν χατα αλ-ιομαχ μιν ασ-σααααχ 7 χατα 4 μασσάν

غداً عطلة، والحضانة مغلقة

γκχανταν ουτλαχ οσα αλ χαντανα μουγκχλακαχ

ما هي اللغة التي تتحدثون بها في البيت؟

μα χιγακ αλ λουγκχα αλ λατι ταταχανταθουον μπιχα φι αλ μπειαιτ;

هل يفهم الطفل القليل من اليونانية؟

χαλ ατ τιφλ γιαφκαμ αλ καλιλ μιν αλ λουγκχαα αλ γιουνανιχαα;

FARSI

مهد کودک از دو شنبه تا جمعه از ساعت 7.00 تا ساعت 16.00 کار می کند

μαχντεκουντάκ αζ ντοσσαμπέ τα τζομέ καρ μι κονάντ αζ σαάτε χαφτ τα σουνζντά

فردا تعطيل است مهد کودک باز نيست

φαρντά ταατίλ αστ μαχντε-κουντάκ μπαζ ιστ

در منزل به چه زبانی حرف میزنید؟

νταρ μανζέλ μπα τσε ζομπανί χαρφ μιζανίντ;

کودک یونانی بلد است ؟

κουντάκ γιουνανί μπαλάντα αστ;

Lexicon 1A.2

ENGLISH

FRENCH

ARABIC

FARSI

Please bring a change of clothes in case we have to change him.

S'il vous plait, apportez nous des habits de rechange au cas où il se mouillerait ou il se salirait.

σιλ βου πλε, απορτέ νου ντε ζ αμπί ντε ρεσάνζ ο κα ου ιλ σε μουιγερέ ου ιλ σε σαλιρέ

من فضلكم احضروا لنا ملابس للطفل كي تغير له ملابس في حالة اتساخها أو بللها

μι φαντλουκουμ ιχντουρου λανα μαλαμπις λιλ τιφλ κειγιαιγ νουγκκειαιγιερ λαχου μαλαμπιζου φι χαλατ ιτισακκαχ ου παλαλαχ

لطفا براييش لباس اضافه بياوريد ممكن است لباسش كثيف يا خيس شود

λοτφάν μπαραγιός λε μπασέ εζαφέ μπιαβαρίντ μομκέν αστ λεμπασάς κιος για καδίφ σαβάντ

Please always put diaper in his bag.

S'il vous plait, ettez toujours une couche dans son sac

σιλ βου πλε, μετέ τουζουρ υν κους ωταν σον σακ

يكديست همیشه در كيفش باشد

γιαζιμπ αν τακουμ κουνακ χαφαντακ ντα'ιμαν φι ας σανταχ

يكديست همیشه در كيفش باشد

ιέκ νταστ χαμισέ νταρ κιφάς μπασάντ

In the morning, before coming, explain to your child where you are going.

Le matin, avant de venir, expliquez lui où vous allez.

λε ματέν αβάν ντε βενίρ, εξπλικέ λουί ου βου ζ αλέ

قبل قدومكم في الصباح اشرحوا له أين أنتمما تذهبان

καμπλ κουντουμακοφ φι ασ-σαμπαχ ιαχραχου λαχου αινα ταθαχαμπαν

صبح به كودك توضيح دهيد كجا می رويد

σομπ μπε κουντάκ τοζιχ νταχίντ κοιτζά μιρ αβίντ

He / she has to sleep

Il / elle a besoin de dormir

ιλ /ελ α μπεζουέν ντε ντορμίρ

بحاجة إلى النوم / يجب أن ينام

μπιαχαγιάχ ιλα ναουμ / γιαζιμπι αν γιαναμ

بايد بخوابد

μαϊάντ μπεχαμπέ

ENGLISH

Does he/she have any object that he particularly likes?

Don't worry, he/she will quickly get used to it.

The first day you will stay with him/her and you will leave together

You will come back in XX hours to take him / her.

Does he / she eat mixed food?

FRENCH

Y-a-t-il un doudou (objet) auquel il tient?

ατίλ εν ντουντου (ομπζέ) ακέλ ιλ τιέν;

Ne vous inquiétez pas, il va vite s' habituer.

νε βου ζ ενκιετέ πα, ιλ βα βιτ σαμπιτυέ

Le premier jour vous resterez avec lui/elle et vous partirez ensemble

λε πρεμιέ ζουρ βου ρεστερέ αβέκ λουί/ελ ε βου παρτιρέ ενσάμπλ

Vous allez revenir dans XX heures le chercher.

βου ζ αλέ ρεβενίρ νταν XX έρ λε σερσέ

Il / elle mange la nourriture moulée?

ιλ / ελ μανζ λα νουριτούρ μουλέ;

ARABIC

هل لديه شيء محبب إلى نفسه؟

χαλ λανταιχ σείμουχα- μπαμπ ιλα ναφσιχ;

لا تحزني، سيعتاد سريعاً

λα ταχτανι σαγια΄τααντ σαριαν

في البداية سوف تحضروه وتتركوه لوقت قليل وستجلسون معه وبعد ذلك ستتركه وتذهبين

φι αλ μπινταιαχ σαουφ τουχν-τιρπυχ ουα τατρουκουχ λιου-ακτ καλιλ ουα σαταζλισουν μάχου ουα μπ΄αντ σα τχαλικ σα τατρικιχ ουα ταττχαμπιν

سوف ترجعين بعد ساعة لتأخذه

σαουφ ταρζα΄ιν μπά΄ωτ σααχα λιτά΄κχουντιχ

هل يأكل طعاماً مطحوناً؟

χαλ για΄κουλ τα΄αμουν ματχουναν;

FARSI

می تواند اسباب بازی مورد علاقه اش را بیاورد
μιταβάναντ ασπαμπαζιέ μο-ρεντέ αλαγκέ ρα μπιαβαράντ;

زود عادت می کند
ناراحت نشوید

ζουντ αντάτ μικονάντ

روزهای اول کمی با او بمانید تا عادت کند

ρπυζχαγιέ αβάλ καμί μπα ου μπέμανιντ ταα αντάτ κονάντ

در ساعت معین دنبالش بیایید

νταρ σαατέ μοαϊάν ντομπαλάς μπιαϊντ

سوپ یا پوره می خورد؟

σουπ για πουρέ μιχοράντ;

Lexicon 1A.3

ENGLISH	FRENCH	ARABIC	FARSI
How are you?	Comment vas-tu? <i>κομέν βα τυ;</i>	كيف حالك؟ <i>καϊφ χαλάκ;</i>	چطوری <i>τσετορί;</i>
What do you like to play with?	Avec quoi aimes-tu jouer? <i>αβεκ κουά εμ τυ ζουέ;</i>	ماذا تحب أن تلعب؟ <i>μάτχα τουχίμπ αν ταλάμπ;</i>	با چی دوست داری بازی کنی <i>τσι ντουστ νταρί μπαζί κονί;</i>
Come and play with us.	Viens jouer avec nous. <i>βιέν ζουέ αβέκ νου</i>	تعال العب معنا <i>τσ'αλα ιλ'αμπ μά'ανα</i>	بیا با ما بازی کن <i>μπία μπα μα μπαζί κον</i>
Sit here.	Assieds-toi ici. <i>ασιέ τουά</i>	اجلس هنا <i>λγλίς χούνα</i>	اینجا بشین <i>ιντζά μπέσιν</i>
Don't cry, mummy is coming back soon.	Ne pleure pas, maman va bientôt revenir. <i>νε πλερ πα, μαμάν βα μπιεν το ρεβενίρ</i>	لا تبك، ماما قادمة بعد قليل <i>λα τάμπκ, μάμα καντιμάχ μπαντ καλίλ</i>	نکن مامان میاد الان <i>αλάν μαμάν μιαντ</i>
Choose what you want to do.	Choisis ce que tu veux faire. <i>σουαζί σε κε τυ βε φερ</i>	ممکن أن تختار ماذا تريد أن تفعل <i>μομκιν αν τακχταρ ματχα τουριντ αν ταφάλ</i>	چه کاری دوست داری بکنی <i>τσε کاری ντουστ νταρί μπόκονι</i>

ENGLISH

FRENCH

ARABIC

FARSI

Do you want to draw?

Tu veux dessiner?
τυ βε ντεσινέ;

مسرت نأ ديوت له
χαλ τουριντ αν ταρισμ;

می خوای نقاشی کنی؟
μικάι ναγκασί κονί;

You can take it.

Tu peux le prendre.
τυ πε λε πρεντρ

بامكانك أن تأخذه
μπε ιμκανακ αν τα'κχουντουχ

برشدار
μπάρεσταρ

You got dirty, it's ok.

Tu t'es sali, c'est pas grave!
τυ τε σαλί, σε πα γκραβ

ليس هناك مشكلة من اتساخ
ملايسك
*λεις χουνακ μουςακιλαχ
μιν ιτισακχ μαλαμπισακ*

اشكال نداره كثيف شدي
εσκάλ νάντορε κασίφ συντί

Are you thirsty?

As-tu soif?
α τυ σουάφ;

هل انت عطشان؟
χαλ αντα ατσααν;

تشننته؟
τεσνάτε;

Swallow / Spit

Avale / Crache
αβάλ / κρας

فُت / ابلع
ιμπλαα / τουφ

تف کن / قورت بده
κουρτ μπεντέ / τοφ κον

Lexicon 1A.4

ENGLISH	FRENCH	ARABIC	FARSI
Thermometer	Thermomètre <i>τερμομέτρ</i>	أداة قياس درجة الحرارة <i>μηζάν χαράρα</i>	تب سنج <i>ταμπ σάντζ</i>
Where does it hurt?	Où as-tu mal? <i>ου α τυ μαλ;</i>	أين تتألم؟ <i>άйна τατά'αλαμ</i>	کجات درد می کنه ؟ <i>κοτζάτ ντάρντ μίκονε;</i>
Where did you hit yourself?	Où tu t'es fait mal? <i>ου του τε φε μαλ;</i>	اجلس هنا <i>αέιν ντορέπ</i>	اینجا بشین <i>κουτζα ζαράμπα χόρντα ειντ</i>
Do you have pain in your tummy / stomach?	As-tu mal au ventre / à l'estomac? <i>α του μαλ ο βεντρ / α λ εστομά;</i>	هل تؤلمك بطنك / معدتك؟ <i>χαλ του'λιμακ μπατνακ / μα'ντακα;</i>	دلت درد می کنه یا معده ات ؟ <i>ντέλετ νταρντ μικονέ για μεντάτ;</i>
Are you cold / hot?	As-tu froid / chaud? <i>α τυ φρουά / σο;</i>	هل تشعر بالبرد / هل تشعر بالحر <i>μπαρντάν χαράν;</i>	آیا احساس می کنید سرد / گرمتان است <i>άια εχσασε μι κονίντ σαρντ / κγαρμέταν αστ</i>
You have itching?	Est-ce que ça te démange? <i>εκέ σα τε ντεμάνζ;</i>	هل تعاني من حكة <i>α'αντακ χακα;</i>	آیا بدنناتن خارش دارد؟ <i>άια μπαντανιταν χάριστ νταράντ;</i>

ENGLISH

Blow your nose hard.

Close / open your eyes.

Do not rub your eye,
please.

Lay in the bed, please.

FRENCH

Souffle fort ton nez.

σουφλ φορ το νέ

Ouvre / ferme tes yeux.

ουβρ / φερμ τε ζιέ

Ne frotte pas ton oeil,
s'il te plait.

*νε φροτ πα τον ειγ σιλ
τε πλε*

Couche toi au lit s'il te
plait.

κουσ τουά ο λι σιλ τε πλε

ARABIC

انفخ من أنفك

ονφοχ μεν ανφακ

أغلق افتح عينيك

αγλεκ / ιφταχ

لا تفرك عينيك

λα ταφροκ άσειναεικα

استلقي على الفراش

ισταλκι αάλα αλ φιρας

FARSI

فین کنید

*π κι νακ σ'ε ζ'ορ σε σ'ανς
νικ'αλε*

چشمهای خود را باز/ بسته کنید

*τσασσμ χαϊ χοντ ρα μπαζ/
μπαστα κονιτ*

چشم خود را نمالید

τσασσμ ε χοντ ρα ναμαλίντ

در تخت دراز بکشید

ντάρ ταχτ νταράζ μπικασσίντ

Lexicon 1A.5

ENGLISH

FRENCH

ARABIC

FARSI

Vaccinations are up to date?

Votre enfant est-il vacciné?

ετίλ βαξινέ;

أخذ كل التطعيمات اللازمة

*χαλ αχαδτα λουκάχ /
μα χουά*

واكسن هایش را زده است ؟

*άια βαξίν σσουντά αστ,
τσι βαξίν χαϊε*

Is she / he allergic to something?

Est-il allergique à quelque chose ?

ετίλ αλερζίκ α κελκ sóζ;

هل لديه حساسية من شيء محدد؟

*χαλ λανταιχ χασσσιγιαχ μιν
σει'μουχανταντ;*

به نیش حیوان یا غذای خاصی حساسیت دارد ؟

*άια μπα τζιζί χασσσίστ
νταρίντ*

She / he coughs a lot.

Il / elle tousse beaucoup

ιλ / ελ τούς μποκού

يكح كثيراً

γιακούχ κατχίραν

سرفه می کند؟

σορφέ μικονάντ

She / he vomited.

Il / elle a vomit.

ιλ / ελ α βομί

لقد تقيأ

λακαντ τακαιγια

استفراغ کرده است

εστεφράκ καρντέ

She / he got bitten by a mosquito / bee.

Il / elle s'est fait piqué par un moustique / une abeille

*ιλ σε φε πικέ παρ υν
μουστίκ / ουν αμπείγ*

لدعته ناموسة / نحلة

*λατχα' ατχου ναμουσάκ /
ναχλάχ*

پشه / زنبور نیشش رده است

*πασέ / ζαμπούρ νίσεσ
ζαντέ*

ENGLISH

FRENCH

ARABIC

FARSI

Does he / her nose
often bleed?

Il saigne souvent du nez?
ιλ σεν σουβάν ντυ νε;

هل ينزف انفه في احوال كثيرة
*χαλ ιανζυφ ανφαχο
α'αντατ;*

اغلب خون دماغ می شود
*αγλαμπ χουν νταμαγ
μίσσαβαντ;*

She / he has diarrhea /
fever.

Il a la diarrhée
ιλ α λα ντιαρέ;

عنده اسهال / حمى
ενντου ισχλα / χουμα

تب / اسهال دارد ؟
ταμπ / εσχάλ νταράτ

Medicine

Médicament
μεντικαμέν

ضع قطرات
ντάουα

دارو
νταρού

Antibiotic

Antibiotic
αντιμπιοτίκ

مضاد حيوي
μουντάντ χα'ίασουι

آنتی بیوتیک
αντιμπιοτίκ

Syrup

Syrop
σιρό

شراب
σαράμπ

شربت
σσαρμπάτ

Lexicon 1A.6

ENGLISH	FRENCH	ARABIC	FARSI
Head	Tête <i>τετ</i>	في رأسه <i>ρας</i>	سر <i>σαρ</i>
Ear	Oreille <i>ορέιγ</i>	اذن <i>οντον</i>	گوش <i>γκοσς</i>
Eye	Œil <i>έιγ</i>	عين <i>άσειν</i>	چشم <i>τσασσμ</i>
Nose	Nez <i>νε</i>	أنف <i>ανφ</i>	بینی <i>μπίνι</i>
Mouth / teeth	Bouche / dents <i>μπούς / ντεν</i>	فم/ سن <i>φαμ / σιν</i>	دهان/ دندان <i>νταχάν / νταντάν</i>
Hand	Main <i>μεν</i>	في يده (ظفره) <i>φι γιαντιχ (ζοφροχ)</i>	(دست (ناخن) <i>νταστ (ναχούν)</i>
Foot	Pied <i>πιέ</i>	في قدمه <i>φι κανταμουχ</i>	پا <i>πα</i>

ENGLISH

Knee

Abdomen

FRENCH

Genoux

ζενού

Ventre

βέντρε

ARABIC

في ركبتة

ζανού

بطن

μπατονα

FARSI

زانو

ζανού

بطن : معده

μποτυ / μεεντα

ACTIVITY 1B

The Globe



ACTIVITY 1B

The Globe

What you will need:

- a balloon
- strips of paper (from newspaper or whatever we have)
- fish glue or araldite (white glue)
- a pin
- a world map
- toothpick
- small nation flags



What you will do / say:

- Make the "globe" with the children. Inflate a balloon.
- Cover it with strips of paper (from a newspaper, journals or whatever you have) after you first dip them in fish glue or Araldite (white glue). You need to put several layers of paper strips.
- Let the ball to dry thoroughly (it may take several days).
- Use the toothpicks with the national flags to mark countries of children's origin.
- Hang the "globe" from the ceiling, in the reception area.

ACTIVITY 1C

Welcome

صباح الخير

bonjour

welcome

صبح بخير

ACTIVITY 1C

Welcome

What you will need:

- colorful papers of different shapes and colors
- children' s photos



What you will do / say:

- On the walls of the entrance area, we post the words "welcome" and "good morning" in all the languages represented in the institution. Write the messages on colorful papers of different shapes and colors.
- You can also include children' s photos (faces).



INTRODUCTION

Belonging



INTRODUCTION

Belonging

The child must know who he is before he begins to discover who the other is. Developing the feeling of “belonging” to a group, he realizes that he belongs to a group (family), he realizes the feeling of exclusion “that he does not belong somewhere”, etc.

Especially for young children, it is necessary to involve the parents either with an exchange of products of the actions we propose, or with an event that will take place in the kindergarten for this purpose. (eg workshops for the construction of the family tree, creation of individual albums, etc.).

The following activities will help the child to get know himself, his origins, his family and others. To recognize the commonalities and the differences of a group.



ACTIVITY 2A

The identity



ACTIVITY 2A

The identity

Eventually with parent's involvement.

You will need:

- a piece of cardboard the size of an ID card or a little bigger
- finger paints
- a small photo of each child



You will say / you will do:

“You are unique! Let's make your identity card together!”

- What is your name?
- ? - Can you draw your name?
- Who chose your name? ? ?
- Do you know why they chose to give you this name?
- ? - Do you like your name? does it means anything? ?
- How would you like to be called if you did not have that name?
- Why do we have a first and a last name?

	I am a boy / a girl
	My name and my last name
	My address
	In which country I was born?
	What is my mother language?

Instead of a photo, the child can draw himself. The educator fills in the necessary words and the child “signs” with finger paint.

ACTIVITY 2B

This is ME



ACTIVITY 2B

This is ME

This activity may take several weeks and parents can also contribute to the completion.

You will need:

- for each child a small cardboard or paper with the drawing of a tree
- a flower
- a color palette, etc...



You will say / you will do:

- In order to get to know each other better, we will present ourselves. On the drawing the educator has written the following questions to which the child answers.
- His answers are completed on the drawing.



ACTIVITY 2C

My family



ACTIVITY 2C

My family

You will need:

- family photos (with educators help)
- plasticine or tree branches or cardboard-rolls of kitchen paper, so that each child can build his own tree



You will say / you will do:

- We hang or stick the photos on the branches, starting from that of the child and reaching up to the grandparents.
- In this activity you can also involve parents. You can ask them to make drawings at home with children, and use this opportunity to talk with children about their family, relatives etc.



ACTIVITY 2D

All those that...



ACTIVITY 2D

All those that...

You will say / you will do:

- Standing in a circle the educator says:

"Everyone with brown hair... take a step inside the circle..."

- Who like chocolate?
 - Who love books?
 - Who bite their fingernails?
 - Who have short hair?
- The educator can also ask a child to express an idea. Children need to be given time to think and express themselves.
 - How did they react? Were they sincere or did they enter the center of the circle for fear of being left out? Do they find themselves alone in the center? How did they react?



INTRODUCTION

We are all different, we are all equal



INTRODUCTION

We are all different, we are all equal

The activities present in this section allow children to get know each other, to realize that despite all the differences (in how we dress, what we eat, how we are), we are all human. Also, to accept each other with our similarities and differences.

The 3rd section consists of 9 cards. The first 3 cards (3.a, 3.b and 3.c) refer to the personal characteristics and aim to raise awareness of individual differences.

Cards 3.d, 3.e and 3.f contain activities that refer to the acceptance and the inclusion of “the different” by the group.

Finally, cards 3.g, 3.h & 3.i, suggest material for music-kinetic activities based on music from different countries as well as suggestions for a multicultural celebration.

ACTIVITY 3A

Skin color



ACTIVITY 3A

Skin color

You will need:

- knee-high nylon socks of various colors (Beige, brown, black, yellow, red, pink)



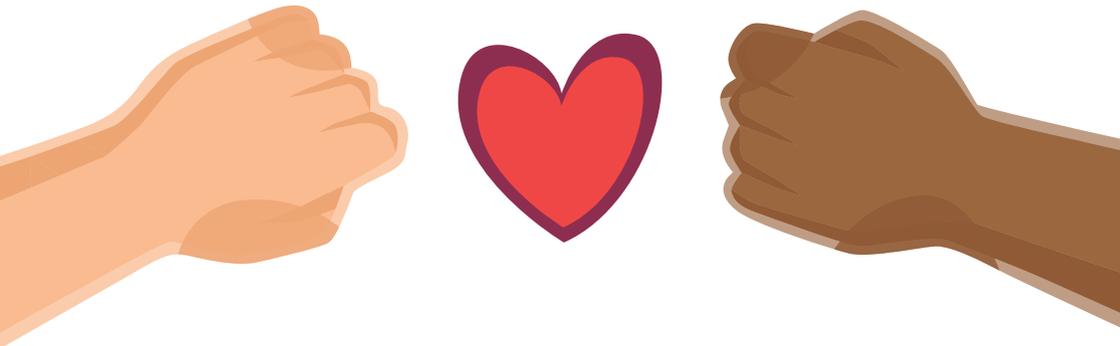
You will say / you will do:

- Encourage children to wear nylon socks on their palms, hands or feet

"Can you find a sock that has the same color as your skin?"

- Suggest that children change and try another color.

"... and now, is it lighter or darker than yours?"



ACTIVITY 3B

Hair



ACTIVITY 3B

Hair

You will need:

- photos of different hairstyles, different hair types and hair products



You will say / you will do:

- You discuss about hair texture, type and color with the children. E.g. some people have thin, straight hair while others have thick hair, curls. Some have black hair while others are blonde or brown.
- Discuss with them how we take care of our hair and what products we use.
- Take photos of each child's hair and make a collage of different hairstyles.



ACTIVITY 3C

My language, your language, languages... of the entire world!



ACTIVITY 3C

My language, your language, languages... of the entire world!

You will need:

- papers or cardboard of different colors and shapes
- the flags of the countries of origin of the children welcomed by the structure



You will say / you will do:

- During group time, you ask the children to say "good morning" in their language.

... we say hi/good morning, but Jamil says: sab be heir (in Farsi) and Yiannis says: kalimera (in Greek) and Hasan says: sabach al kcher (in Arabic) and so on....

- You have made sure we know how to write correctly "good morning" in different languages and together you write the words on colorful pieces of paper.
- In the reception area of the structure, on a wall you will hang the papers with the word "good morning" in all the languages spoken by the children we welcome. Next to the word you can put the corresponding flag.

ACTIVITY 3D

A different visitor (Jenan / Jamil)



ACTIVITY 3D

A different visitor (Jenan/Jamil)

The Jenan / Jamil doll will visit the children of the structure, and will be with them whenever there is a new friend who should join the group.

You will need:

- A big (almost the size of a small child) cloth doll, boy or girl.

You will say / you will do:

- She speaks her own language (depending on the child's country of origin), tells her adventures, her journey to our country, participates in activities and answers children's questions. She describes how the adults should help her/him, so that she/he can live happily with her/his family in her/his new country!

“My name is Jenan and I come from far away. I lived in a village with my parents but there were no jobs and food was scarce. So we had to leave and come here to live better. We were passing outside and I begged my parents to leave me here for a while. You could host me for a few days..., I want to know about you ... I do not speak and do not understand Greek well...

- The children inform Jenan about who they are, where they come from, where they live, what they like and what they do not like. They discuss their common and different points.

ACTIVITY 3E

Our flags

(music & movement)



ACTIVITY 3E

Our flags (music & movement)

You will need:

- large, monochrome (without patterns) textiles in order to create big flags of the countries below (countries from which refugee/ immigrant children are coming from)

 *Greek flag*

 *Syria flag*

 *Iran flag*

 *Afganistan flag*

 *Pakistan flag*

- representative songs of the above countries. You can ask each child to bring if possible, a CD or DVD with music from their country of origin



You will say / you will do:

- On the globe you have shown the children the country of origin of each and you have identified it with the corresponding flag.
- You sing a for ex. Greek song, that the children especially like, then you listen to a song from another country showing the corresponding flag. When children understand the different music's we can move on to the game.
- You place the flags on the floor (in large size). Listening to the respective music, the children have to run and hide under the respective flag.
- The songs and flags are adapted to the population of each structure.

ACTIVITY 3F

"Bougada" (Laundry) play drama



ACTIVITY 3F

"Bougada" play drama

A role play about the care and exchange of favorite clothes and objects.

You will need:

- two backpacks or two large cardboard boxes about 80x50cm long
- children's clothes
- various "favorite" items that children can carry; markers, pebbles, small cars, etc.
- a rope and clothespins for spreading



You will say / you will do:

"Some children who came to Athens brought me these two suitcases here, and asked me to wash their belongings because they have been dusted from the trip (one from a Greek provincial town, the other from another distant country)! Should we wash them and spread them?"

- Two children adopt the respective roles. You welcome them, put them to rest, offer them food and bed and take action.
- You make a dry rack, you take out the clothes and the objects one by one and you will discuss with children, you see the differences between the toys they brought and the common ones in their clothes. Then you wash them, symbolically, and spread them. The children exchange some favorite objects to take with them.
- Finally, you put them back in the suitcase and say goodbye.

ACTIVITY 3G

Our Multicolored celebration.

A multicultural project



ACTIVITY 3G

Our Multicolored celebration. A multicultural project

You organize and support a project with final product a central celebration / event.

In this event, everyone, young and old will be involved in their own way (customs, tastes, music, dances) according to the ideas and decisions expressed from all.

What you will do / say:

- You carefully observe the musical / kinetic / artistic preferences of the children, you ask them how they would like to celebrate an event.
- You ask all parents to contribute as much as they can, to the organization or presentation of the celebration / event. You particularly strengthen the contribution of refugee parents. A box at the entrance of the institution that slowly fills with ideas, objects, photos, natural materials, etc. may help you for example, to collect suggestions. You clarify the activities and specify the products, then, we sign our pedagogical contract.
- The "end product" can be an open day where artworks, works of children and their parents of the hole year, will be presented. For example, "our travels", a model for our own house, bottles with scents from different countries, photos, live music with the involvement of parents or relatives, traditional costumes, customs, etc.

ACTIVITY 3H

Our music, our songs (1)

SYRIA - AAL MAYA (by the water)

Songs are common in the Arab world. This particular song is found in Syria as well as in Jordan and Palestine. It is sung by young and old. Usually one sings one part alone and everyone else repeats it as a choir.

This sequence in repetition can lead to musical actions either vocal (repetition of a melody, even improvised) or musical (repetition of a rhythmic pattern, even improvised).

Below you will hear two different versions of the song:

<https://vimeo.com/showcase/3705342/video/254522861>

<https://www.youtube.com/watch?v=G3aTsZmiE4>

Al ain ya mallaya
a young girl by the spring water

ya bnayya balla sgini
hey young girl , give me water

atshan sgini maya
I am thirsty, quench my thirst

Ya blade ma bansaki
*my country, I will never
forget you*

mishtag ahdon samaki
I miss hugging your sky

Wallah magdar balaki
*I swear, I can't live without
you*

Lajlik tehla al manaya
*even death is beautiful when
it is tendered for you*

ACTIVITY 3H

Our music, our songs (1)

AFGHANISTAN - Aa Lalo Child Lalo

This song is a lullaby from Afghanistan. Musical instruments from Afghanistan are very similar to those from India and Pakistan.

Lullabies around the world are similar. Find common ground with the lullabies of your homeland. Create one of these (drum, string with simple materials)

<https://www.youtube.com/watch?v=mPHQtXs7NUo>

aa lalo bacha lalo
Aa lalo child, lalo

pasè darbachah lalo
The child behind the window, lalo

bâbait pay shekâr rafta
Your father has gone hunting

ah lalo è mahpârah
Your mother has gone to work

mahpârah dar gahwârah
Aa sleep, you're a beautiful child

mahpârah dar gahwârah
A beautiful child in a cradle

gahwârah telâkâri
The cradle is made of gold

band o bâresh morwâri
And decorated with pearls,

aa lalo bachah lalo
Aa lalo child, lalo

ACTIVITY 3I

Our music, our songs (2)

IRAN - Tou Ke Mahe Bolande Asemooni (You Are the Sky's Great Moon)

Persian Children's song about love. The musical accompaniment is very simple and can be accompanied by children playing only two notes (if you have melodic musical instruments ex. xylophone throughout the song SOL and RE.

<https://www.youtube.com/watch?v=OltHq4dA0E0>

Tou ke mahe bolande asemooni
You are the sky's great moon,

Manam setare misham
doureto meegiram
*And I'll become a star and
go around you.*

Ageh setare beshi douramo
begiri
*If you become a star and
go around me,*

Manam abr meesham rooto
meegiram
*I'll become a cloud and
cover your face.*

Ageh abr beshi roomo begiri
*If you become a cloud and
cover my face,*

Manam sabzeh misham
sar dar miyaram
*I'll become the rain and will
rain down.*

Tou ke sabzeh beshi sar
dar biyari
*If you become the rain and
rain down,*

Manam goul misham
pahlout mishinam
I'll become grass and germinate.

Tou ke goul mishi o
pahloum mishini
*When you become grass and
germinate,*

Manam bolbol misham
chahchahe mikhoonam.
*I'll become a flower and will
sit next to you.*

ACTIVITY 31

Our music, our songs (2)

KONGO - Banaha (Banana – soldier's song)

This song is from the Katanga region of the Congo. It is famous all over the world and is sung by both children and adults. The words of this song are funny and meaningless. Pineapple is a tree that does not exist in the Republic of the Congo, just as the word 'spoon' does not make sense.

Like all Congolese songs it is very rhythmic and is accompanied by loud movements (rhythmic beats on the body) and dance.

This particular track has three musical parts. In the first the accompaniment is a simple clap, in the second movements of the hands rhythmically left and right and in the third the raising of the hands towards the sky and rhythmic movements right and left (see video from above).

<https://www.youtube.com/watch?v=PKsrACbGt1k>

Sisi, sisi, dolada,
At the foot of the pineapple tree,

Yaku sine ladu banaha.
*Yaku ladles a banana into his
aunt's red hat.*

Sisi, sisi, dolada
At the foot of the pineapple tree,

Yaku sine ladu banaha.
*Yaku ladles a banana into his
aunt's red hat.*

Banaha, banaha,
Banana, banana,

Yaku sine ladu banaha.
*Yaku ladles a banana into his
Banana, banana*

Banaha, banaha,
Μπανάνα, μπανάνα

Yaku sine ladu banaha.
*Yaku ladles a banana into his
aunt's red hat.*