

CRAFTING

with FACE



Help students to develop their creativity

Developing life skills not only includes working with your minds but also hands-on. Through making something alone, together with a partner or in a small group students acquire important skills such as co-operation and communication competences. They also develop their creativity and can apply it in all learning areas.

FACE (Families and Children in Education) strengthens all forms of task-based and co-operative learning and always focuses on a concrete product. The different crafting activities in FACE also cover different learning areas and can be applied easily in other subjects such as Arts, Mathematics, Social Studies etc.

It is the teachers' responsibility to adapt the tasks to the context and the ability of the students.

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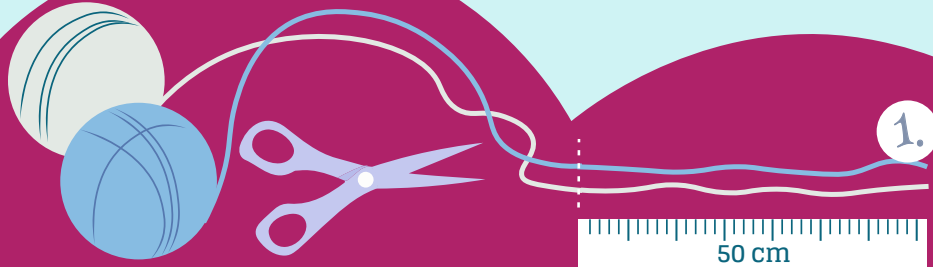
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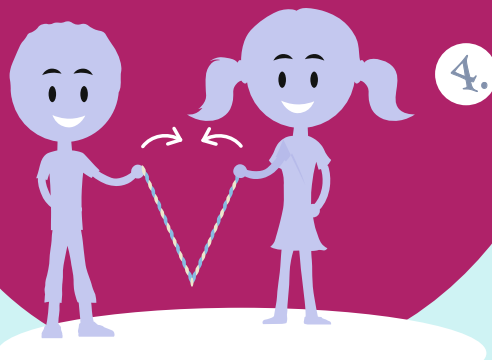
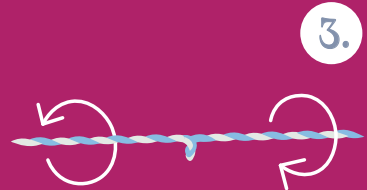
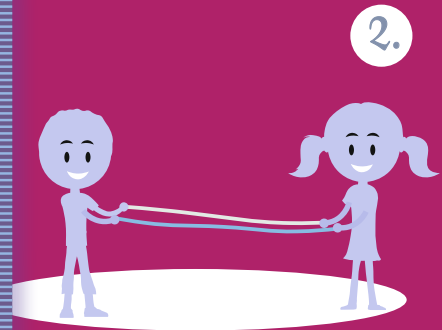
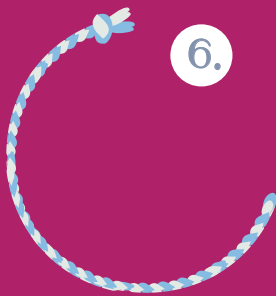
Leporello – we're the same, we're different

Friendship Bracelet



This is how you do it

1. Take two threads of wool and cut them 50 cm long.
2. Let another child hold the other end.
3. Twist both threads as long as possible. Do not let go.
4. When it is very tight, put one finger in the middle and fold it.
5. The threads will curl up.
6. Make a knot at both ends. Your bracelet is ready!



Funny animal masks

1.

The teacher explains the funny animal masks.
He shows examples of these masks (page 6, 7) and lets the children name the animals. Then he encourages the children to decide which animal mask they want to make.

2.

The teacher prepares paper plates or thick cardboard paper (round), watercolours, glue and things to be stuck on the mask (feathers, coloured paper, wool etc.). He can also use the templates on page 6, 7.

3.

The children work in groups of four with the help of a parent.

4.

The teacher gives the following instructions (the parents help):

- | | |
|--|--|
| a) Cut out the mask (if you are using the template) | e) Decorate the mask |
| b) Draw a circle for the eye-holes | f) Make the holes for the string or the rubber band |
| c) Cut out the eyes | g) Write your name on the inside of the mask |
| d) Paint the mask | |

5.

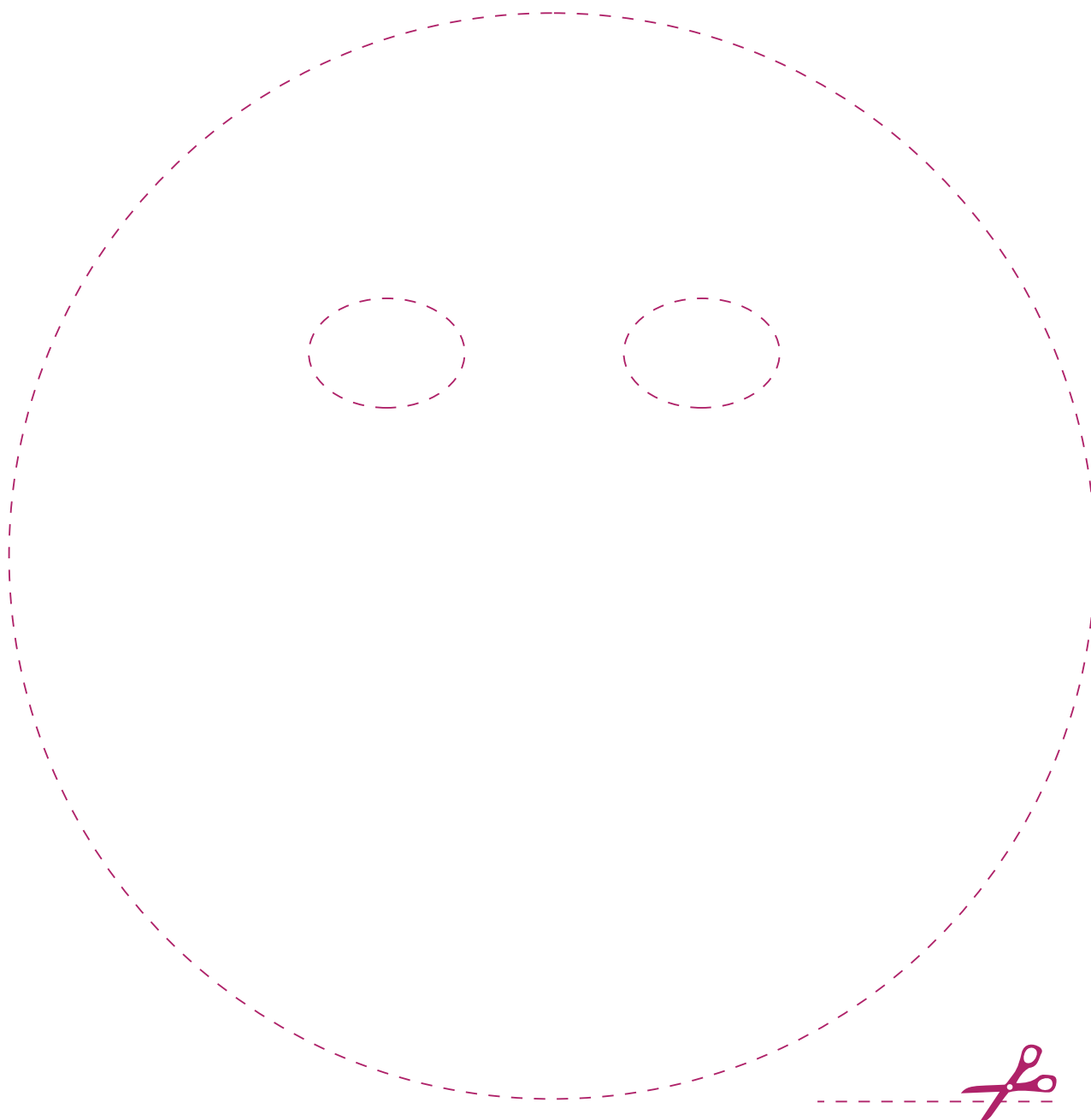
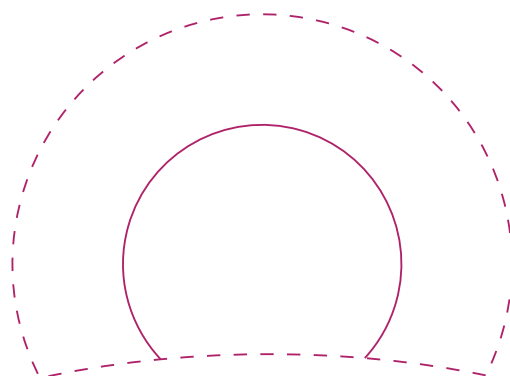
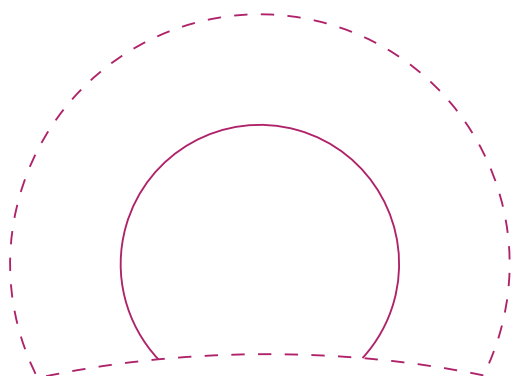
The children take the finished masks and sit in a circle together with the teacher and the parents.

6.

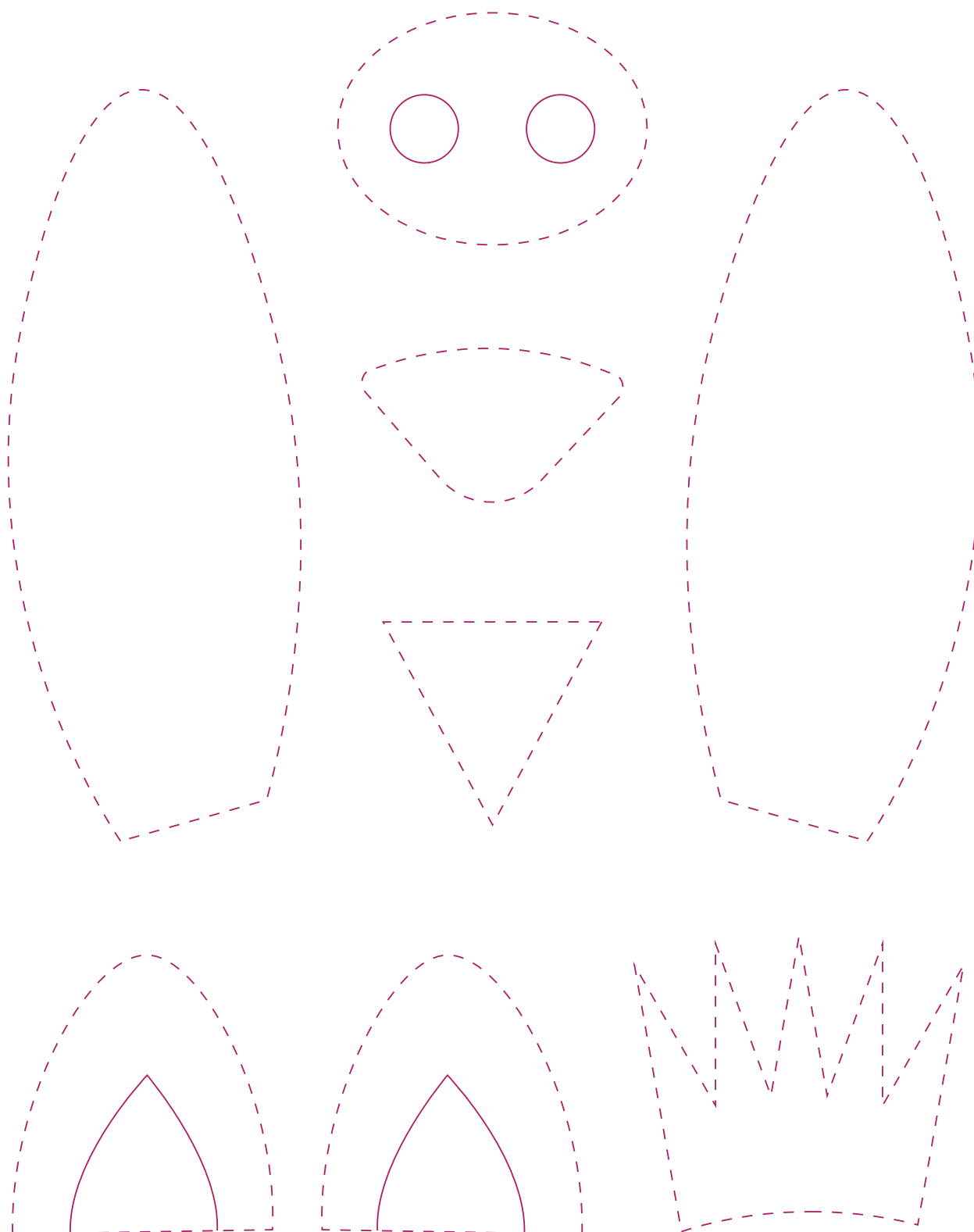
Every child can put on his mask.



Funny animal masks



Funny animal masks



The clock of feelings

1.

The teacher shows the picture of a child comforting another child and discusses it with the children.

2.

She introduces the clock of feelings (template, page 9).
The children guess the feelings. (see template)

3.

With the help of the clock, the teacher tells the children how she feels today. She includes a variety of feelings and moves the hand of the clock while talking: "Today I am happy because the weather is nice and because I can see you all today. I like my job and I like teaching you. I am a bit sad because my brother lives far away. He lives in Italy. This morning I was also a bit afraid, because I met a big dog in the street. He was barking at me and seemed very angry."

4.

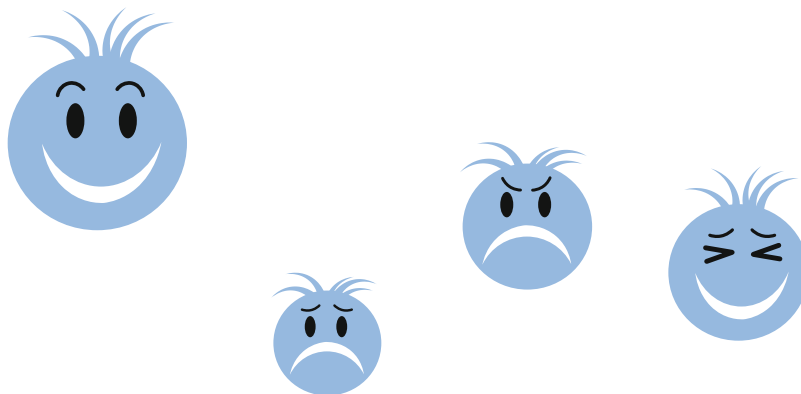
Then the children go up to the teacher, move the hand of the clock and say how they feel.

5.

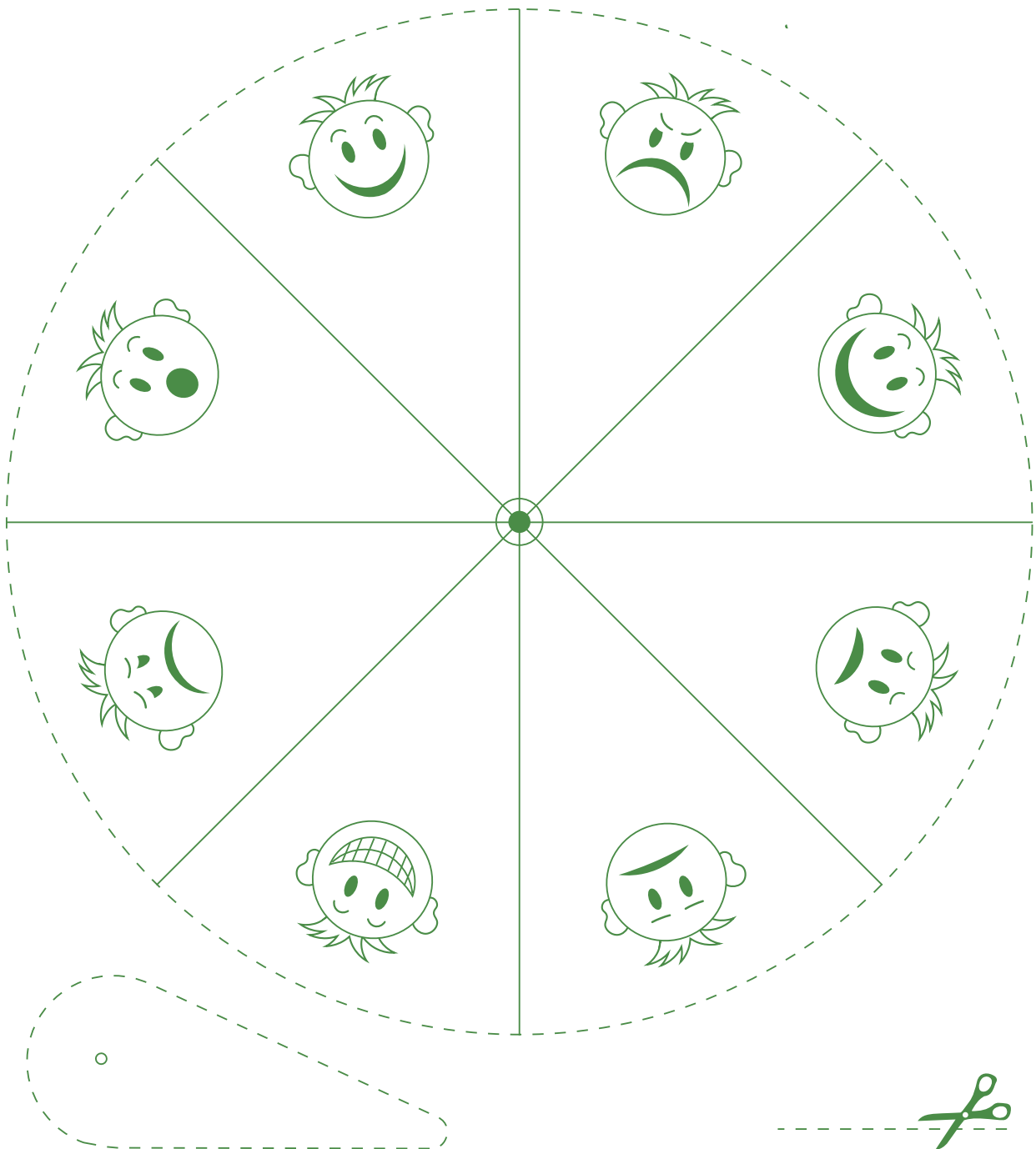
The children work on their own: They make their clock and colour the different emotions with their preferred colours, e.g. yellow is happiness, grey is sadness, green is pride etc.

6.

One child points to a feeling on the clock and the other one has to make a sentence with it.



The clock of feelings



I model my friend

1.

Take a pack of plasticine from your teacher
and share it with a partner.

2.

You will model your friend. Which friend will you choose?
What does he/she look like?

3.

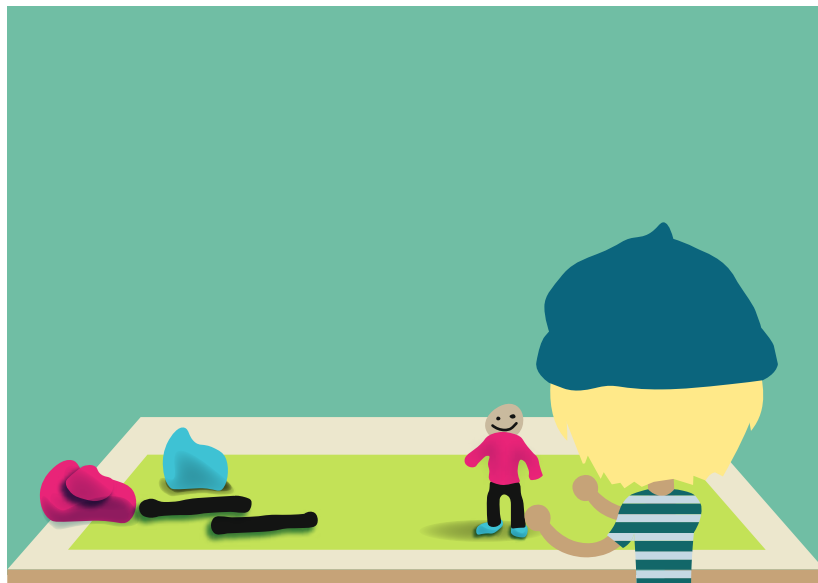
Start modelling piece by piece.

4.

Write a short description about your friend
on a small card.

5.

Show your friend what you have done (if he/she is
in the same class) and display your figure
on the front table.



I reconstruct my favourite place

1.

Think about your favourite place:
You will reconstruct it.

2.

You need the following material for this:
a box (maybe a shoe box or any other box),
paper, glue, pieces of cloth, scissors,
colours or paints.
If you don't have a shoe box, you can create
one out of cardboard and paper.

3.

Make a plan of how you want to reconstruct
your favourite place. Make a sketch of it
on page 12.



**I reconstruct
my favourite place**

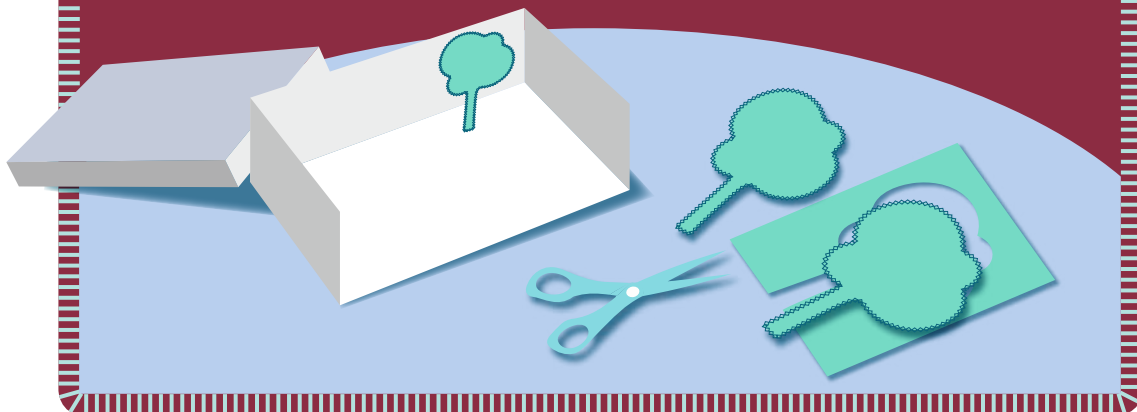
This is the sketch of my reconstruction:

I will use this material:

🌀 reconstruct my favourite place

🌀 Instruction sheet

1.
Start your reconstruction of your favourite place.
2.
Take the material you need and bring it to your desk.
3.
Remember to share if someone else needs
the same material as you do.
4.
Work on your own. When you have finished,
write down your name on the reconstruction
of your favourite place.
5.
Show your result to your teacher.
6.
Put it on display on a desk or table at the front
of the classroom.



I reconstruct my favourite place

Photo/drawing of my favourite place

1.

Take a picture of your favourite place
with a mobile phone or an ordinary camera.
You can also draw a rough sketch from
nature instead.

2.

Use the picture on the display as a model
and draw your place on a piece of paper.

3.

Remember to take it back to school!



My beautiful stones

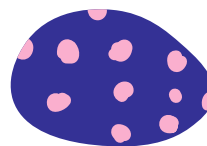
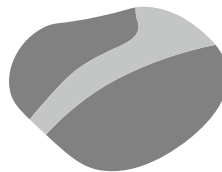
1. The teacher holds two stones in her hands and reads a poem to the children:

My beautiful stones

I have three stones so nice and round
They do not look the same
They are my favourite ones I found
With them we'll play a game.

3. After playing for about 15 minutes the children sit in a circle with their stones. They hold them in their hands. The teacher recites the poem again. The children recite it with her.

2. The teacher goes outside with the children to collect stones (three for one child). When they return, paint, water and brushes are being prepared. The children paint always two stones in the same colour. The third stone has a different colour. The teacher writes their names on the stones with a permanent marker. They play the game "Boccia". First, everybody plays on their own. The stone with the different colour is thrown in front of the child. Then, the two coloured stones are thrown as near as possible to the first one. The stones have to be thrown as close as possible to the first stone. The children play in pairs. Who wins? Rules are discussed: no throwing at other children, only throwing some metres away, not throwing too hard etc.



Our class painting

1.

The children sit in a circle. The teacher discusses a “mosaic” with the children. He may put small pieces of paper on the floor to demonstrate.

2.

He introduces the task of making a class painting together. He points out that everybody will make one piece of this mosaic.

3.

He shows a plain piece of paper and gives instructions: “You are free to do it just as you like. There is only one rule: You have to use colours and you place the colours the way you like on your painting. Do not draw any objects like a ball or a horse, etc.”

4.

The children paint on their own. The teacher writes their names on the back of their painting.

5.

The teacher and the children assemble all paintings into a big picture. (maybe on the floor). Together they discuss what the big picture looks like.

6.

The teacher finds a space to hang up the big picture (if possible).



We make a comet

1.

The teacher asks the children if they know what a comet is.
They discuss and the teacher explains.

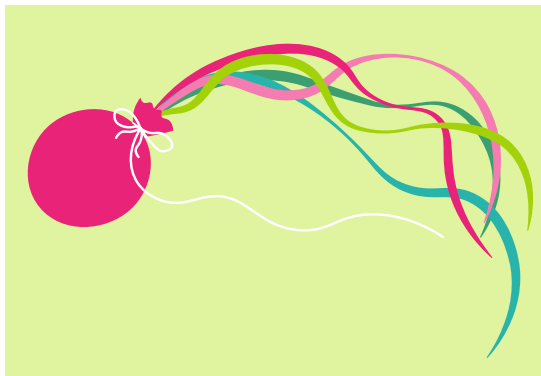
2.

The children make a comet: They sit in groups of four.
In each group there is one parent to help.

- Each child takes three layers of newspapers and scrunches them together to make a solid ball.
- A rope and sticky tape is put around the ball several times to fasten it.
- They cut out stripes of coloured paper, cloth or plastic bags.
- The stripes are stuck to the ball with sticky tape.
- Plastic (from old plastic bags) is put around the ball (ca. 30 cm × 30 cm).
- With a piece of string the plastic is fastened and tied at the “neck” of the comet. The overlapping plastic can be cut away.
- The parents help to write down the children’s names.

3.

Throwing the comet: They all go outside the school building.
The children stand in line and start to throw the comet
after 1,2,3 – go!

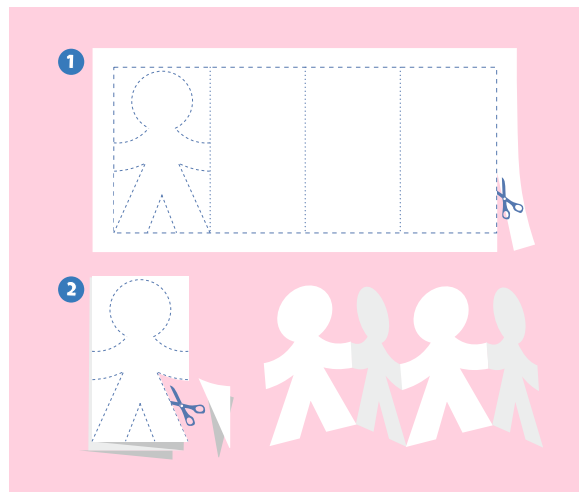


Leporello

we're the same, we're different

1.

The teacher introduces the task of making the class out of paper. The children will produce a “paper people chain”. She shows how it is done.



2.

The children make the “paper people chain” with their parents and colour it (always two or four children with one parent).

3.

When finished, the chains are all placed on a table or stuck to the blackboard for everybody to see. The teacher addresses the fact that all children are different but they belong together.



Leporello
we're the same, we're different

