



Bioethical Education and Attitude Guidance for Living Environment

EDUCATIONAL MATERIALS



Erasmus+

EDUCATIONAL MATERIALS

Authors: Antonio Kovačević, Marija Kragić

Cover photo: Pixabay

Acknowledgements

We would like to thank all students, teachers, educators, researchers, and all others that have participated in the project and that have, with their ideas, feedback, and encouragement contributed to the development of this document.

Copyright

Materials can be used according to the:

Creative Commons License Non-Commercial Share Alike



Disclaimer

This project has been funded with support from the European Commission, Erasmus+ programme and Croatian national agency for Erasmus+ *Agencija za mobilnost i programe Europske unije*. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Co-funded by the
Erasmus+ Programme
of the European Union



1. HOW TO USE EDUCATIONAL MATERIALS

In your hands you're holding the result of the second intellectual output of the project BEAGLE – Bioethical Education and Attitude Guidance for Living Environment. Project gathers partners from Croatia, Slovenia, Italy, and Greece, under the umbrella of Erasmus+ platform, with a common goal of promoting bioethical education, developing critical thinking, and overall changing of attitude towards better understanding of our environment.



In this document, you will find the division of educational materials according to age groups of children and young people, and according to the educational methods used in materials. All materials are described in detail "step by step" and created in a way to promote interactive discussion and critical thinking among young people on bioethical topics.



The materials have an indicated age group of children, duration and number of participants, and are designed as independent educational aids with specific methodological guidelines. **This does not mean that you have to strictly stick to what is written, but you can adapt the materials, activities and offered questions to the needs and possibilities of the group.**

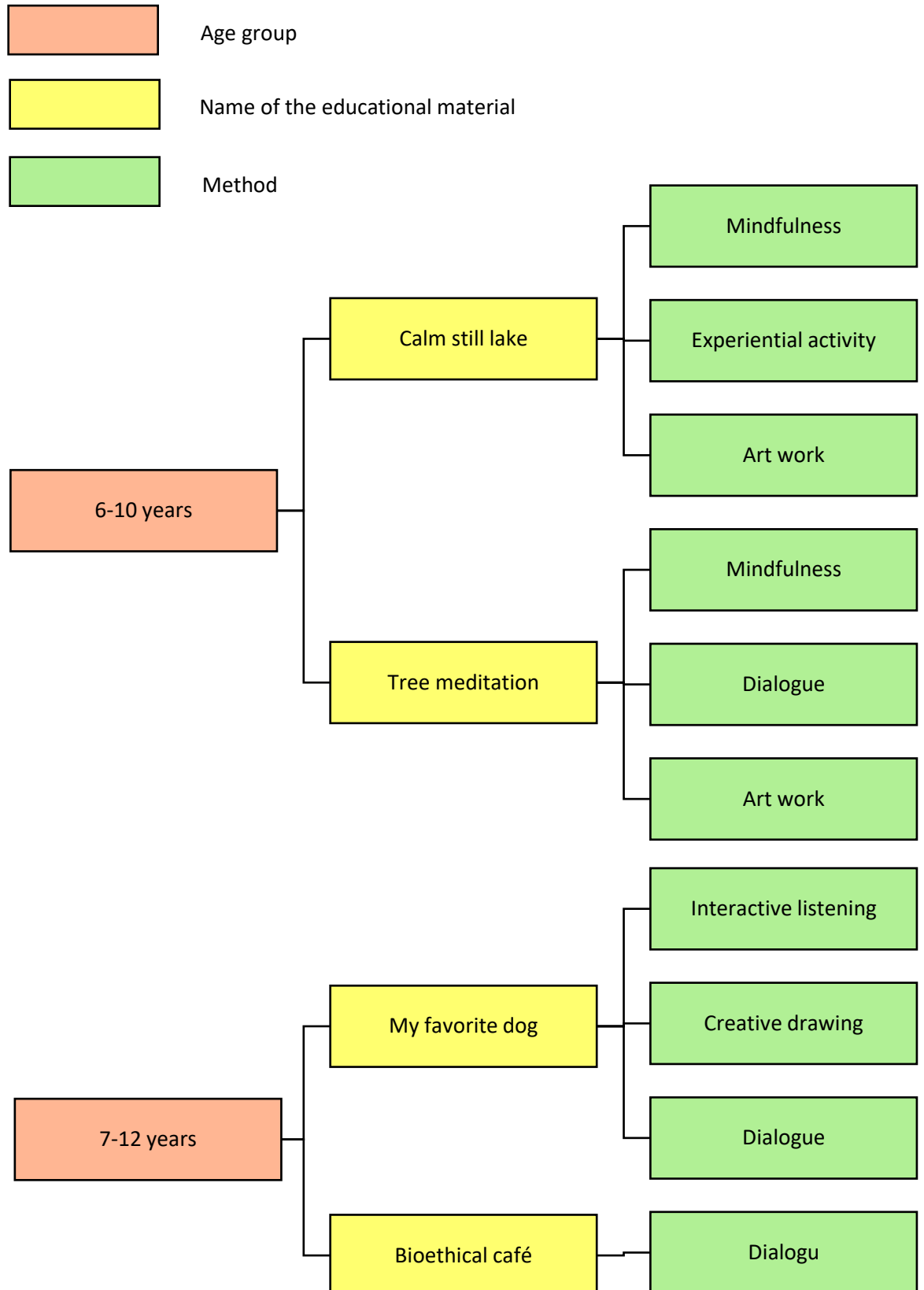


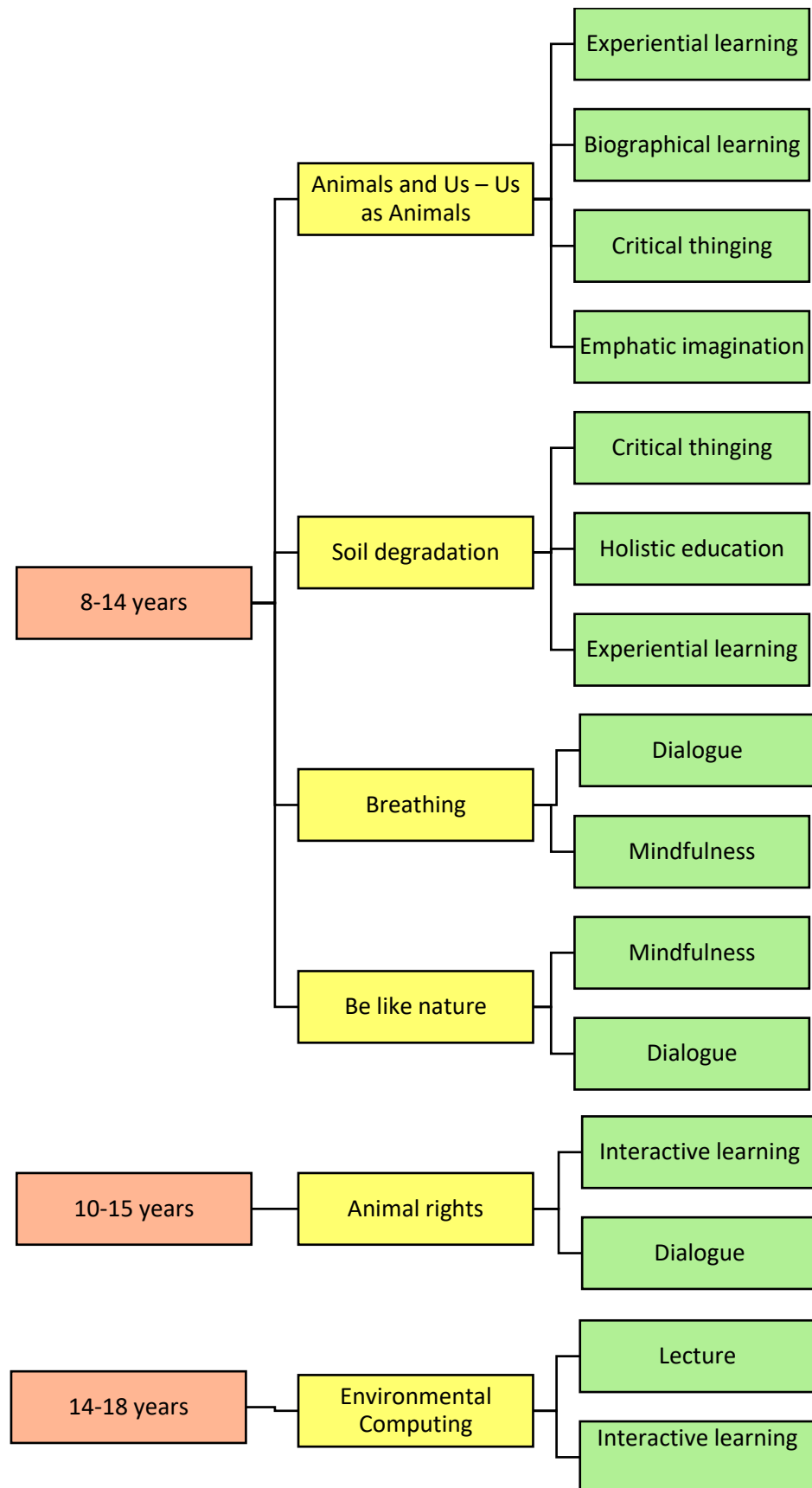
The materials can be used in different educational circumstances and contexts as well as in different national curricula because they deal with issues that have no boundaries, but are universal.



We hope that these educational materials will encourage you to be creative and give you a dimension in working and teaching bioethical topics in a simple, creative and fun way.

2. DIVISION OF EDUCATIONAL MATERIALS





My favorite dog

Note: This workshop can be done with the children aged from 7 to 12 years. However, with modifications, workshop can be conducted with younger groups. Be sure that materials, number of participants, time and level of discussion are adapted to the group age.

Age range: 7-12 years old

Time: 40-60 minutes

Group: 10-25 participants

Materials and tools: Computer with speakers or CD player, audio material with animal sounds examples, coloring pencils or crayons, sheets of paper.

Educational methods: Interactive listening, creative drawing, dialogue.

Key learning points:

- Encourage participants to:
 - o express their emotions towards animals
 - o question and think about empathy towards animals
 - o better understand animal emotions and their needs
 - o think about their relationship with animals


Introduction:


This art workshop combines elements of listening and recognition of animal emotions through the sounds they make, with the artistic expression of children's empathy with the help of drawings and discussion in order to develop children's sensibility towards animals.

Key note: As an example for this workshop, dogs were chosen as animals to work with. However, this workshop can be conducted with any other animals if sound examples are available.

Step by step - how to do it?

- When you are working with children, make sure that they are comfortable and relaxed.


- 
- They can sit however they want, but they need to have clear drawing surfaces for the tasks ahead.
 - Facilitator presents the steps in the workshop to children:
 - If you want to say something, you need to raise your hand.
 - You need to listen to the audio materials very carefully, as well as the other participants if they have something to say.
 - Think about the presented audio material and don't be afraid to express your opinions or emotions about the topic.
 - Facilitator explains the agenda of workshop:
 - Children will listen to the four different examples of sounds that dogs make
 - After every sound example children will have five minutes to draw the dog in a way that they think animal looked when it made that sound
 - Every sound the facilitator plays to the children represents a different state of emotion the dog was in when he made those sounds: angry, sad, scared, or excited
 - Facilitator plays the sound one at a time, not explaining right away what that sound represents and leaving to children to try to interpret the emotion behind it
 - After every example, facilitator gives children five minutes to try to draw the dog in a given state
 - During the drawing, encourage children to express themselves freely and draw what they feel is a right answer
 - After all four sound examples were played and children draw all four dogs, facilitator explains which state of the emotion those sounds represented
 - Together, discuss with children about the drawings they made
 - Open discussion with checking who recognized the state correctly
 - Ask if anyone has a dog or any other pet and if they can recognize how their pets feel
 - Lead the questions further towards the examples of the emotions you played
 - If children had difficulties recognizing the emotion from the sound example, ask them are there any other visual signs that can help them recognize state that the animals are in, or compare the sound example to the next one.
 - For example, start with the example of sad sound, discussing the children's drawings and asking them:
 - When do you feel sad?
 - Do you like being sad?
 - What do you do when you are sad?
 - What are the reasons that can make dogs sad?
 - What are the things humans do that make animals sad?
 - Is their sadness important to us and why?
 - What can we do to make dogs feel better when they are sad?

- 
- Ask the children how they felt when they listened to the sound example before you move on to the next sound example with new set of questions.

 - For example, continue with the example of a scared dog, asking questions about emotions and sympathy with subtle bioethical background:
 - When do you feel scared?
 - What do you do when you are scared?
 - Can dogs be scared in same ways as we are?
 - What can make dogs scared?
 - Can humans scare dogs? Can dogs scare humans?
 - How and why do we scare them?
 - Can we help them not to be scared? How?
 - Is it ok to touch a scared dog to make him feel better? Why?
 - Again, ask the children how they felt when they listened to the sound example before you move on to the next sound example with new set of questions.

 - For example, continue with the example of angry sound, discussing the children's drawings and asking them:
 - What does it make you feel angry?
 - What do you do when you are angry?
 - Do you wish that other persons hug you when you are angry?
 - How can we know if the person is angry?
 - Can we know if the dog is angry?
 - What can we do to make dogs feel better when they are angry?
 - Is it ok to pet an angry dog to make him feel better? Why?
 - Are you scared of an angry dog? Why?
 - Can we do something else for the dog rather than petting him? What?
 - Again, ask the children how they felt when they listened to the sound example before you move on to the next sound example with new set of questions.

 - When the children answer continue with the final excited sound, discussing the children's drawings and asking them:
 - When do you feel excited?
 - Do you like being excited?
 - Is there a difference between excitement and happiness?
 - Can we see the difference between excited and happy dog? How?
 - Can we see the difference between sad, scared or angry dog? How?
 - What kind of dog would you like to meet: sad, scared, angry or excited/happy? Why?

- 
- Finally, ask the children how they felt when they listened to the sound example. Did they feel any differently than they felt while listening to the previous sound?

Tips for facilitator

- Given questions are examples how to lead a discussion. You can always adopt the questions according to age group and given children's answers after each question.
- Children recognizing all the emotions correctly is not the main aim of the workshop! The aim is to encourage children to think and express their own emotions and help them develop empathy for other living beings.
- Encourage children, especially the younger ones, to find other ways (and not just petting) for helping/taking care of the animals. Keep in mind that patting the animal is not always safe for children.

Materials for conducting workshop:

- Various sounds animals make:
 - [Angry dog](#)
 - [Excited dog](#)
 - [Scared dog](#)
 - [Sad dog](#)