



For the supervisor

The first workspace: Hallway

The children wait to enter the group space or come into the space and settle in peace. Ask for gossip, say hello, and look everyone in the eye. When the situation is calm, ask:

The second workspace: Narrative status

Take a deep breath, let the peace of the story settle in yourself.

Press your gaze down and present your chosen start-up replica. You can use the phrase: "I think".

Apply the sand in peace. Be silent. Let the children listen to the sound of sand.

Let your left hand "walk" through the desert and find the precious diamond. Admire the diamond with all the time you need

Let the right-hand travel through the desert as a stranger from the other way and let the wanderers meet. Give the diamond from left hand to right hand and continue your travel

Let "stranger", the right hand, get back to the left hand and switch the diamond again.

Raise your gaze; create an open and understanding atmosphere with your body language. There is no right or wrong! Ask the children to wonder, or ask at least one question, "What did you like the most?"

Collect items out of the sand and take the sack in your hand.

Activities

You can use the "I think"-phrase in all transitions and when starting a sentence. Just when you feel like it.

Are you ready to hear the story?

Listen to the sound of the sand. OR The desert can be a dangerous place.

The wind is blowing out there, so hard that the sand moves and the man has a hard time finding his way. During the day, it is burning hot and freezing cold at night. In the desert, nothing grows and there is nothing to eat or drink. No one will go to the desert unless he has to.

Through the desert traveled a woman with nothing on her. She found a precious diamond from the desert. She took a diamond and went on her way.

Against her came a stranger who saw the diamond. He asked if he could have the diamond. Without a complaint, the woman gave the precious diamond to the stranger. And both continued on their way.

After a few days of travel stranger, however, turned back to find that woman again. She gave the precious diamond back to the woman and said: "I want something even more precious from you. Tell me where did you get that attitude, that you can give away your most precious thing for sake of a stranger"

The questions of wonder

What did you like the most? Is there a part you would like to leave out? Where would you like to be in the story?

Now we will change places.

Get up and ask the children to get up. Walk calmly in the circle a few steps and sit down. OR Stand up and move to sit at another point in the circle. If the children are very small, it might be easier that you are the only person to change places.

The third work space: Communal Play

Ask the children about their day and create a mental landscape to the sand as described by the group. You can ask questions that are more specific and verify from the children that the sand-drawn shapes are in line with the children's ideas. Your hand will reflect the instructions given by the group. The sand is starting to illustrate the concern and joys of children. There might be an ice cream kiosk, sunbathing, etc.

Hold the diamond in your hand (initially hidden) as you begin to ask the narrative questions. Ask the questions by holding the diamond in your hand. When the answers start to come, you can repeat the word children are saying and touch the diamond simultaneously.

Place the diamond in the location chosen by the group.

Take a short break and then move on to discuss current issues with the children. Recycle the container of wooden characters. Let the participants choose a character for themselves. Try to keep the situation quiet. Then ask the children to put the character in a sandy landscape in a place that suits him.

Once everyone has his or her character in the sandy landscape, start a conversation based on the resulting landscape. Give enough time. Remember that even silence can tell of the inner speech. You do not have to say everything aloud.

Once the conversation has subsided, move your gaze from the children down to the sandy landscape. Be quiet for a moment and then end the state of play by placing your hands over the landscape as if blessing what you see.

The fifth workplace: Celebration

Community questions

How are you today? What has your day been like (joys, excitements, sorrows, stresses)

Narrative questions

What is a precious cause of this community? Where it is?

Put yourself to this day. Think about where you yourself would like to be in this landscape. Now, you can go set your character on the sand the way you want.

Self-related questions

What do you see here? What would you like to say about yourself today?

This is good.



Take out what is on offer (one grape child, etc.) and tell them about the transition to the party stage.

Serve each group respectfully a small meal. Start eating together and talk about moods. The conversation can be free form.

Mental exercise

Give the children a small reflection task in connection with the celebration. The task can be the same at different times. A typical task can be a reflection task at home or a craft task in one's own group to be carried out immediately after the exercise.

Here is one example to do: In the evening, think about 1 – 3 topics of gratitude for day. They can be anything and you do not have to tell them others, but you can, if you want. After doing this for 3 weeks, you can start telling yourself in advance what to thank tomorrow. This increases a person's sense of control over life and positivity.

Now we are having a small celebration and value the feeling of being a part of humankind. We start eating it at the same time.

How did this exercise make you feel?

Now I am wondering if you would like to try a little task of gratitude at home...

When you go to bed in the evening or rest during the day, think about whether you have something in mind that you could be thankful for.

Do this every night for many weeks and then you can ask the adult what to do then.