



# Seeds of Hope in complex Times

– From Latin America to the World –

Reports about Seeds of Hope from Teachers from all over the World

Written on the occasion of the Talks of Hope for Teachers.

An event by



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## Esteban Caballero (Argentina)

Instituto Evangélico de la Asamblea Cristiana

We are part of Instituto Evangelico de la Asamblea Cristiana school, located in Malvinas Argentinas, Buenos Aires Province, Argentina. This institute belongs to the Asamblea Cristiana Church. This church was the founder of the school and runs it up to today.

It's a school that has got three educational levels, kindergarten, primary and secondary school. The school has got 1800 (one thousand and eight hundred) students and until 2020, these students didn't have any technological resources. The families in this community weren't used to manage these new technologies as educational resources. Since the Argentinian Government stated the ASPO (the preventive, social, and compulsory isolation), the face-to-face lessons were cancelled and most of the families had only one gadget per family, and fewer had an old computer at home.

We had to face the first phase of the pandemic considering all the different family scenarios, and we had to train our teachers to use new digital technologies. At first, we thought that the pandemic would only last 15(fifteen) days and decided to use emails to send and receive the students' tasks. We already had a school blog page that was used to communicate with the families at the beginning. As time went by, we also had to incorporate an educational platform. We foresaw that the pandemic situation was going to last longer than expected, and we had to make bold decisions.

The next two months would be very hard. We worked long hours. We kept on learning and training teachers and families. Some of them would refuse this idea, but with God's help we could overcome these issues. Besides, we had to look for alternatives to reach those families without digital resources and offer them paper-based activities that we would take to their homes or they would pick up from school. No matter what, we were able to continue with our mission, take God's words to all the families. First, we did so, through our school blog sharing encouraging words with the bible passages and brief explanations of them. Also, we shared messages of peace and hope in God's words in the middle of fear and uncertain times.

We had a school subject called Christian Education, where kids, teenagers and young adults share God's words and where also received pieces of advice and Christian guidance.

Every year our school chooses a Christian topic to work on across all the activities in the institution during the year. Accordingly to the Christian topic we have chosen, students work weekly in different biblical quotations. During the pandemic situation we learnt how to create, edit and publish videos. These videos were presented by the teachers in Kindergarten and Primary level, to continue working weekly the biblical passages. The videos were created using puppets and pictures that supported the quotations, in order to foster students' attention and meaning.

Students have worked on biblical stories with their families at home supported by videos and digital material.

Little by little, the year was passing by and mails, activities and lessons migrated to Zoom or Google meet. We noticed that students listened carefully each class and were eager to participate. We also perceived that families had a more active role during this period, waiting for the Christian message.

In Secondary School, we sent devotional phrases to students and families that were created by teachers and young people in the church, about God's protection and advices towards humanity, peace, guidance, trust, fellowship and the strengthening of faith in each situation we have to face.

These messages of faith and support were shared periodically to each family through the semester bulletin announcements, prayers before each virtual parents and students meetings, by the pedagogical area. Always trying to help, guide and support them in order to avoid students to quit school and continue studying. God's words and guidance was always present in our community.

Moreover, phone calls were made to families that were going through the virus infection, or that lost relatives, offering them spiritual and economic support when needed. We also provided them with food, and of course, the word of our holy God. Young people from our congregation also prepared social pots, not only for the educational community, but also for neighbours and people that lived close to the institution. To conclude, as our institutional moto says: "Train up a child in the way he should go; even when he is old he will not depart from it" Proverbs 22:6, we can say that even though it was challenging due the pandemic lockdown, we strived to make it happen.

## Elisângela Fell, Fabiana Kappes, Maria da Glória Roos, Valquíria de Castro (Brasil)

Colégio Evangélico Alberto Torres

### A corrente dos bons desejos

A história “Os olhos mágicos de João”, da escritora Marô Barbieri, fala de um menino que consegue ver além. Seus olhos mágicos vão imaginando, transformando em beleza o que não é bonito; em felicidade o que não é feliz.

Inspirados em João que transforma, as crianças que estudaram, em 2020, na 3ª série do Colégio Evangélico Alberto Torres, foram questionadas por suas professoras:

O que você poderia transformar nesse atual contexto de isolamento?

Qual é a sua ideia para tornar este momento mais leve?

Qual seria o seu carinho para quem está com o vírus?

Qual é a sua sugestão para quem está com medo?

Qual seria seu incentivo para as pessoas que estão precisando trabalhar nesse momento delicado?

A partir dessas reflexões, as crianças receberam a tarefa de fazer uma foto com uma palavra ou frase, compartilhando o seu desejo bom. As professoras também responderam a essas perguntas, iniciando essa corrente dos bons desejos para espalhar esperança e motivar as crianças.

Todos os bons desejos foram reunidos em um vídeo compartilhado com as turmas e toda a comunidade escolar. Assim, tivemos uma corrente de desejos bons nos ajudando a enfrentar e superar os desafios da pandemia. Cada imagem significou uma intenção de cuidado de si e de cuidado pelo mundo.

Vídeo das professoras:

<https://drive.google.com/file/d/1OhKwwuGFcGr6A9Gd2wJkSwYtrk-rGIk/view>

Vídeo alunos:

<https://drive.google.com/drive/folders/1x-UQ5WcoTjUBLty1Tbg7SsDz3QyyNIuJ?usp=sharing>

Graciela Funck, Jane Ritt, Karine Christ, Liane Paaschen e Lisneia Schrammel  
(Brasil)

Colégio Evangélico Alberto Torres

Give me your presence?

The empty and silent school rejoiced at the news that we could meet our fellow teachers in this space, respecting sanitary protocols. We wanted to mark this presence, this return, in a very special way, recognizing that our persistence and our desire to be with the children were taking small steps towards a school full of life!

For us, pedagogical coordinators, it was very clear that every exercise planned as a home activity and every virtual meeting with the children would need to be based on the hope and faith of a reunion once the most serious period of the pandemic had passed. As much as each day demanded care, it raised concerns about positive cases of Covid among students and teachers, the possibility of being once again stepping on the school floor meant a mixture of fear and overcoming.

Thus, in July 2020, in the first face-to-face meetings held after the suspension of classes, teachers were invited to collaborate with an interactive work by writing words on clothes pegs. This collection of words was our poetic and creative way of inhabiting the school during the period in which we remained in home activities.

The action carried out with the teachers was inspired by the Brazilian artist Élica Tessler, in the exhibition "Give me your word". In this interactive work, the artist asked the interlocutor to write, on a wooden clothes peg, a word from their mother tongue. The words were displayed in a single thread, which has already exhibited its memories in Porto Alegre, Vitória, Petrópolis, São Paulo, Porto, Paris, Melbourne, Santiago de Chile, Umbertide, among other cities.

So, each teacher brought from their home a clothespin with a meaningful word for that moment. The everyday and simple clothes peg was, at that time, the object chosen to unite the space of home activities and isolation with the public space of the school. The fasteners also symbolized the desire to leave the intimate space of the house to once again inhabit the collective space of the school.

With this desire, we started the artistic installation "Give me your presence?". With the children's return, we asked them to also bring their fastener with their word, forming an installation in each classroom. So, with words on the pegs, we spread our seeds of hope to teachers, children and families.

In Portuguese, when we divide the word fastener, we can form the words: arrest and pain. So, each fastener was also an attempt to suspend the pain for a moment to celebrate life and reunion.



## Graciela Funck, Anelise Schwingel, Keli Schneider e Verônica Quintana (Brasil)

Colégio Evangélico Alberto Torres

### **Alfabetização na linguagem dos sentimentos**

No ambiente escolar, educar, desenvolver competências e ensinar sobre os conhecimentos culturais caminha ao lado da interação social, dos vínculos e das aprendizagens sobre os sentimentos e as emoções. Nessa perspectiva, a educação tem se voltado às habilidades socioemocionais, reconhecendo-as como um conjunto de competências para lidar com as próprias emoções.

A linguagem dos sentimentos e afetos envolve os cuidados consigo mesmo, com o outro, com a natureza, com o mundo; a estruturação de vínculos interpessoais, o encaminhamento para a resolução de conflitos entre as crianças, a construção da autoestima, as regras de convívio do grupo, a autonomia e a cooperação. É uma linguagem ampla que permeia todo o processo pedagógico e todos os momentos da rotina escolar, mesmo quando outras linguagens estejam sendo priorizadas.

Essa percepção nos faz ressignificar as vivências escolares, reconhecendo o intenso aprendizado emocional oportunizado no ambiente coletivo da escola. Nesse contexto, as turmas da 2ª série descobriram que moram dentro da gente muitas forças e virtudes que geram diferentes emoções. Quando conseguimos identificar cada uma delas, pensamos e agimos melhor diante de diferentes situações.

No período em que vivenciamos o distanciamento social e realizamos os estudos através das atividades domiciliares, a empatia, a resiliência, a alegria, o amor, a colaboração, a comunicação ativa e construtiva, a persistência e o entusiasmo foram temas de estudo da série. Foram variadas propostas e ferramentas que nos levaram a este trabalho de vida: a leitura e exploração de livros como *A cor do amor*, de Priscila Boy, a coleção *Emoções Positivas* de Vavá e Popó, da autora Miriam Rodrigues; a confecção da sinaleira das emoções; a construção do dicionário das emoções... Esses exercícios levaram à uma prática reflexiva sobre as emoções, tanto individuais quanto em grupo.

## Mariano Kravchenko and Guadalupe Rodriguez (Argentina)

Instituto Evangélico Americano

### **The literature inside the classroom as a gate to other reality**

All the teachers had to rethink their work during the pandemic. Everything that we had known: the techniques to teach certain topics, the way to evaluate, how to explain, and the relationship with our students had been disarticulated due to the isolation which separated from the face to face classes.

The teachers of Literature proposed to focalize in the Literature because we considered that reading fiction would allow the students to experiment and be in other places out of their hard reality where they were living. This was the starting point of some questions: What texts we could choose? What were the best options that could be useful through the platform Zoom or Classroom? Would it be interesting for them out of the classroom? How could we do it online?

The principals of the school proposed an interdisciplinary project that's the reason why together with the teacher Mariano Kravchenko we had decided to be involved in a literacy project. The aim of it was a collaborative and fictional writing with the help of other subjects such as: Geography, Portuguese, Ethic, Art and English.

The starting point was:

Imagine that after the pandemic times, the vaccine was invented and we got into normality. One day of October 2021 a group of alien invaded our country. These creatures arrived knowing everything about our planet (language and traditions) they were looking for our nature resources because they run out of them in their planet. They seem to be pacifist but... We met together with the students by Zoom to introduce the idea and hear their proposals. We shared our knowledge about alien invasions through films, series, comics, and literacy plays. We suggested seeing some episodes of the classic sit com Invasion V and others You Tube videos which told about what Orson Welles had done during the transmission of the radio in which he told about the adaptation of "World war". During these creative meetings, we proposed to work in groups in order to help each other's. Finally, we got our new script with the collaboration of everybody and it had different stages (when the aliens arrived, the crowd reaction, the presentation of the alien as pacific people, the creation of a plan to dominate our planet and steal our natural resources, when human beings discovered the truth, the fight and the end). Each group has a different part of the story to develop. The students must write a specific discursive genre as a presidential communication, some news, the annotations of the alien researches, a dialogue between neighbors and so on.

The Geography teacher worked with the elaboration of maps and the different hydric resources from our country (which was part of the investigation of the aliens). The Portuguese and English teachers created journal reports about the aliens in our planet. The Ethic teacher elaborated texts which represented a debate in the Congress with the permissions that the aliens could investigate our planet. The Art teacher represented the texts through pictures. Once the drafts were ready, we shared through the platform Zoom and we checked them together.

Finally, the students were suggested to record the dialogues using some effects for their voices and some music. Every group did their audios and added some pictures, music effects and join everything together. At last, it was put in a Power Point presentation in 2ºC and a video was edited by the teacher PAT Sonia Varela in 2ºB.

All the productions were socialized through the platform Zoom. It was a difficult project due to the distance, the virtually, the isolation that the pandemic led us, the sadness because they couldn't see each other physically and the demotivation that students experimented specially teenagers.



However, we could achieve our aim because we were able to work with all the topics with an alternative and attractive way. The literature and the fiction let us imagine (students and teachers) and we consider that encourage students to develop this ability in these dark and hard times is a way to seed hope. IMAGINATION is the best tool to look for solutions to the problems. It is the best tool to think about the future. This is the tool to imagine a better world.

## Lizete Kronbauer, Marenita Wolf, Neiva Rodrigues e Camila Giora (Brasil)

Colégio Evangélico Alberto Torres

### Look but look with hope

The study with home activities triggered the creation of completely new routines for the entire school community. Even the simplest everyday things needed many adaptations and required new learning.

In this search, the teachers of the 4th grade of Colégio Evangélico Alberto Torres asked themselves: How to promote the sensitivity of the gaze in home activities, in such diverse scenarios and contexts where each class became a challenge: staying away from classmates, meeting on the meet, studying and correcting activities without the teacher, not leaving home, typing more than writing, doing physical education in the classroom from home, studying a foreign language without going to the teacher's class, helping with household chores, dealing with the fear of an illness, taking the family music class, feeling homesick, coping with uncertainty, bearing the pressure, resisting impulses... All this became a great learning experience, showing us the importance of sensibility, complicity, tranquility and the importance of valuing small things in everyday life together with the families.

Among these challenges, the teachers insisted on a daily invitation of hope in remote study activities. Each class proposal began with an invitation to reflection and observation of the world, uniting children and their teachers through the eyes of hope.

For the observation exercises, the teachers proposed some experiments through the windows of the houses, which at that time, were both the home and the school. The invitation to reflection came in questions, such as:

*Como você tem observado o mundo lá fora? Vamos vivenciar momentos (experiências) pela janela? As janelas serão nossas grandes companheiras para garantir o contato com o lado de fora nesse período. O que você acha? Já pensou sobre isso? Vamos experimentar?*

If, sometimes, the invitation was to look out of the windows, to observe the world outside; in others, the request was to look at yourself, in order to observe the feelings, sensations and strangeness...

*Bom dia turma! Tudo bem com vocês? Para começar o nosso dia vamos novamente tentar ouvir o som do nosso coração? Estão lembrados? Feche os olhos, respire fundo três vezes e agora tente só ouvir os "barulhos" de dentro da sua casa. Em seguida, tente escutar somente as batidas do seu coração... Nesse momento, agradeça! Agradeça pela sua saúde e da sua família, pelos seus amigos, pela vida... Ao abrir os olhos, diga com muita energia BOM DIA!!!!*

*Hoje, gostaria que você fizesse a reflexão do dia desejando algo para alguém que você sente saudades. Pense com carinho nessa pessoa! Bom dia! Desejo que este dia lhe traga muitos motivos para sorrir, pois quando sorrimos, mostramos que estamos de bem com a vida e contagiamos os outros com a nossa felicidade.*

These daily invitations opened many windows and allowed new perspectives and daily attention to the sensibilities that were so diverse, so intense, so human.

## Deise Ana Marchetti (Brasil)

Colégio Evangélico Alberto Torres

### DOSES DE GRATIDÃO DIÁRIA

“Quando os meus braços não podem alcançar as pessoas que amo, sempre as abraço, com minhas orações.” (Autor desconhecido)

Você já deve ter ouvido falar que quanto mais você agradece, mais coisas boas acontecem. E, quando a gratidão é expressa de maneira sincera ela não só atua em você, mas tende a se multiplicar para mais pessoas ao seu redor. Ser grato, não é somente saber agradecer, mas também valorizar os pequenos gestos, apreciar os bons momentos, e viver em paz com a sua espiritualidade. É importante que esse sentimento de gratidão nos acompanhe sempre, independente de sua religiosidade.

Por isso que, diariamente, a turma do Nível 4 B vem praticando a gratidão em momentos diários de orações, onde as crianças são convidadas a fazerem uma oração, por si mesmas e pelos outros. Utilizando-se da sua mão, como recurso, cada dedo, é um lembrete das pessoas por quem devemos orar. Iniciamos na segunda-feira, lembrando das pessoas que amamos, na terça-feira das pessoas que nos ensinam, na quarta-feira das autoridades, na quinta-feira das pessoas doentes e na sexta-feira a oração é para si mesmo. Esta proposta, iniciou-se durante as aulas online e, continua ganhando um espaço especial, na turma, alinhando através da oração, nossos corações com Deus.

Durante os nossos momentos de orações, lembramos e citamos diferentes pessoas, tanto da família, da escola e também da sociedade. Já recebemos a visita do Diretor Rodrigo Ulrich, representando a autoridade dentro da Escola, como também, já também participamos de reflexões com o Pastor Eric Nelson.

Além do mais, a turma também, recebeu uma importante missão: espalhar e ser luz. As crianças confeccionaram uma caixinha, com mensagens, desenhos, nomes de pessoas especiais, para que a cada noite, antes de dormir, possam sortear e pensar em coisas boas para alguma pessoa, mandando uma “luzinha” em forma de pensamentos positivos. E, se você sentir um calor gostoso dentro do seu coração, é porque alguém da nossa turma também está pensando em você.

## Wilberger Stella Maris (Argentina)

Instituto Evangélico Americano

### Sembrando Esperanza

Matemática en pandemia, la tecnología, la reorganización, la escuela y la improvisación ante un nuevo mundo conocido y desconocido a la vez. En un principio descreídos y hasta subestimando la situación, frente a algo que sentíamos pronto pasaría, pero no fue así... nos vimos envueltos en una vorágine de indicaciones, de posibles caminos a seguir ante lo que estaba ocurriendo, siempre tratando de contener a las familias y sobre todo a nuestros niños, nuestros adolescentes quienes se iban a enfrentar a una difícil tarea, la de ser alumnos sin la presencia física de la escuela, de los docentes, de esa institución que los acompaña desde muy pequeños de una manera muy cercana.

Conocíamos la escuela, lo cotidiano, las estrategias y motores para motivar a nuestros alumnos desde lo presencial, y nos aventuramos a un mundo nuevo. Tuvimos que reorganizarnos para salir adelante rodeados de miedos, dudas, soledad e incertidumbre, solo teníamos a nuestro alcance el conocimiento de nuestra área e intuiciones personales ante la búsqueda de una salida.

Dejamos de compartir el aula, las risas, las charlas, teniendo que iniciar un nuevo modo de conexión a través del mundo frío de la tecnología, ¿por qué digo frío? Porque ya no era lo mismo, en las clases el silencio se adueñó de sus voces, la oscuridad de las cámaras apagadas se había robado su imagen, todo ello generaba angustia, sensación de frustración y nos hacía sentir que tanto esfuerzo no valía la pena, que la pandemia o virus nos estaba ganando la batalla.

Había que seguir, buscamos incansablemente formas de comunicación, personalmente abrí todos los posibles canales de contacto, plataformas para intercambiar material, correos electrónicos, teléfono personal, grupos de intercambio... quería que ellos supieran que yo estaba allí, para seguir adelante, que no los iba a abandonar y que contaban conmigo siempre.

La matemática es para ellos un viejo fantasma y en ese momento ese fantasma pasó a ser nuestra excusa de encuentro en el horario y días pautados., estuve ahí sin excusas, sin fallarles, tratando de que en este nuevo camino pudieran ir dando pequeños pasos y así pierdan el miedo a afrontar todo en soledad.

Tuvimos días buenos y otros no tanto, en los que fue necesario enviar mensajes de aliento, darles las gracias por su compañía, haciéndoles saber que no solo ellos eran los que así se sentían. Sembrando Esperanza Con cada mensaje, con cada recordatorio, con cada invitación, la distancia se hacía menor y de a poco las voces se comenzaron a oír, algunas cámaras encendidas me permitieron conocer a lo lejos aquellas caritas descocidas en algunos casos para mí, de a poco ese frío mundo tecnológico se estaba convirtiendo en la escuela, una escuela diferente pero que nos hacía sentir que sí podíamos, que sí lo íbamos a lograr...

Volvimos a compartir las clases como la conocíamos, de modo presencial, en un principio siendo un grupo reducido y poco a poco incorporándose todos.

Fue una enorme sorpresa darme cuenta que ellos, mis alumnos de las clases virtuales, sabían exactamente quién era yo, quién era la profesora del fantasma matemático, lo que me gusta y que no, lo que me hacía reír y lo que no, como me gusta trabajar o compartir mis clases, increíblemente me conocen, como si ese tiempo en el que estuvimos ausentes de lo físico institucional, no hubiera existido. Me han regalado las más hermosas palabras y con sus manitos levantadas dijeron, gracias por estar, por acompañarnos y siempre estar ahí...

Era exactamente lo que me había propuesto, caminar juntos dando pequeños pasos para llegar al final... Hoy siento que...

¡En pandemia también se pudo! Nada más hermoso que verlos reír, compartir y aprender nuevamente en compañía

## Richard Mugisha (Rwanda)

### THE STORMS ARE OVER

The days were cold  
The nights were even colder  
Everyone was wondering  
And Christian were praying  
When Covid-19 was attacking the world  
The hope has gone.

It was impossible to count the countless ideas of people around the world  
It was impossible for teacher to get answer for students who wondered when the school again  
It was impossible to understand if lockdown will end  
When the Diseases turned to endemic pandemic  
We were all wondering  
Our hope has gone

Just As life is up and down,  
Night turns into days  
And nothing hasn't solution as God says  
Government set the strategies of living with it  
A teacher stood up first to be the driver  
And my advices has been a key corner built stone.

With masked mouth and nose, we encouraged other to mask themselves  
With water, we've been exemplary to the other of being cleanliness,  
With t-shirt we became volunteer and taught people about covid-19 and how to prevent it  
With our small salary we fed those who were hungry  
And we provided water to those who were thirsty  
With all that hope has restored again.

You won't imagine how the story of coming back to school was perceived  
The smile chased the shadow of student's face  
The parents have brought back the hope for their children to learn  
The thousand questions got the answer  
The teachers were ready to bring back hope which was lost  
The teachers have been the conductor  
And hope of future has restored again.

Just like shower of love pour love to the lover  
Like a sower saw his seeds in fertilized land  
That's how I helped my students to restore their hope  
With healing God 's word we healed those with broken heard  
With courage we taught students after longtime no learns  
With chalks and books we provided lesson  
With attitudes we gave example  
And Academic year ended with the strong hope  
Hope restored again.

Now hope and happiness are calling  
Loneliness, anxiety and covid-19 are saying good bye  
Vaccination is on duties  
My poet hand is not yet shaking  
It has become heavier to saw the seed of hope  
And to reap its seed sewed in good land  
But mostly it can type thanks to GPENreformation  
for this opportunities of expressing the hope of future after COVID-19  
through my composition

I see the sun rises from east  
I see strong belief of people  
I can see the shinning stars in the future  
And smiling faces on old people  
I hope the life after tomorrow will be better than before.

## Bellancille Mukamugema (Rwanda)

GS Ntura Protestant

### Talking about hope

With the onset of the COVID-19 Pandemic challenges appeared in the world, we created the club of reading and writing as our school's strategy. Most of people lost hope because of the Covid-19 and its consequences. In our school, we preferred to work as team. Teachers reinforced collaboration with learners. They had to make research, also they had to discover the new words while in reading or in writing. Thus, learners and teachers enter in the classrooms after washing their hands at the gate. In addition to that, for each activity, teachers as well as learners had to respect social distance, the masks well wore. When presenting the work done with the help of teacher, learners presented with confidence, knowing that they had been well guided and well oriented by the teacher. In that manner each student felt comfortable and participated actively, this contributes to the improvement in reading and writing of almost students to the class. To sum-up, when students got success in reading and writing the words from their mother tongue they get hope of their future life.



## Jean Marie Vianney Niyonkuru (Rwanda)

### King Salomon Academy

On the 14<sup>th</sup> September 2021

King Salomon Academy (**K.S.A**) is a primary school that gives basic knowledge. It was founded on the 4<sup>th</sup> Feb 2013 by Anglican Church in Rwanda, Diocese of Byumba (**EAR/D Byumba**) on the aid of Mother's Union. It started when it was nursery school, as long as expanded and now our school has two sections: Nursery section and Primary section. Our school is located in Rwanda country, Northern Province, Gicumbi district, Byumba sector, Nyarutarama Cell.



Image 1: Our school King Salomon Academy. Abrev (K.S.A)

Even though the year of 2020- 2021 was too difficult for us due to the pandemic of covid-19 and yet is still, we are trying to handle the situation. Through this way, our school together with students is:

- Having weekly session of praying for families of classmates, country and the world in general suffered from the effect of the pandemic and daily **word of hope. (Morning devotion)**.
- Daily presentation of poems those alarm message of fighting against covid-19.
- Singing songs of hope in Sunday service(in the church).
- Respecting prevention measures such: washing hands, wearing facemask, screening temperature every day.

We appreciate the parents for their support to the teachers through communicating active cases of the kids suffered from coronavirus to handle the spreading of it to the other kids and giving the feedback to the teachers of how students were behaving at home during lockdown. This created teachers' mind to help kids who were in lockdown and quarantine by sending them works: **Exercises, notes, homework, quizzes, revisional work and assessments online communication**.

Next appreciations to parents and church, is that in lockdown parents continued paying school fees to support school in daily activities. Also in lockdown church (**EAR/D Byumba**) advanced the way of continuing to pay teachers even though students were home in unexpected times. This way advanced by church helped teachers to gain something (monthly payment) from the church during lockdown as a help.

Our school built new classrooms for reducing the multitude of students in classroom (reduction of large number of students in classroom) to avoid quick spreading of covid-19. One for primary and one for nursery.





**Image 2: New primary built classroom picture**

### **Daily experience after school reopening**

Every morning, at the arrival of students, first they wash their hands with clean water and soap. Next, screening temperature and then enter the class. The students with high temperature back home before joining the class for doctor's check on participation of parents.

### **Daily image in the classroom and challenges**

Learners sit separately (social distancing)



**Image 3: Class mood while revising lessons by respecting social distancing.**

### **New challenges**

There is no group work in teaching and learning process which can lead to the reduction of success because scarcely students are well to master the content through group discussion or group work.

As another challenge, during break time students are loneliness because there is no playing of collective games. For handling this, there is an active planned gym sport and Karate game to stop loneliness and enjoying physical fitness together. See depiction



Image 4: Gym sport

After total lockdown of the whole world, our country had had non-full lockdown but in different parts of the country. At the day of first term report giving, it was the lockdown in the district where our school is located. It was problematic to handle. This stimulated the decision of giving reports online. This was a virtuous change but led to the loss of happiness that was being enlightened in the learners' mind when taking reports together with their parents at school.

For measures of preventing from covid-19, students work harder and harder to respect them as follow in the following pictures



Image 5: Washing hands to open lunch hour



Image 6: Washing hands with clean water and soap





Image 7: Washing hands after break time



Image 8: Lunch hour in refectory

Our school King Salomon Academy gives daily feeding (lunch) to child at school. For the pandemic requires social distancing, it was a challenge for the school to feed the students altogether in current refectory. As solution; students take lunch in series for prevention of covid-19.

For all indeed, there is positive effect on both school and students which is got from early coming of students to school to complete pre-entering the class covid-19 measures such washing hands and screening for temperature.

Beside of students tend to have enough time for morning self-revision to prepare well daily studies. On beside of school, this will be an opportunity to increase success of student.

### Upcoming perspectives

- Campaign against propagation of Covid-19.
- Sensibilization of respecting prevention measures.
- Mobilization to students of taking vaccination
- Demand parents commitment to support their children at home from propagation of Covid-19.
- Teachers' animation in helping students at school to respect prevention measures.
- Encouraging celebration of learners to promote peace and human rights.

## Silvete Maria de Quadros (Brasil)

Colégio Ipiranga

### Sowing Hope during the pandemic

Elderly is a content developed, annually, with the eighth grade students of Colégio Ipiranga. Through the Project "Learning with Experience", in the curricular component Managing Life, the school makes teaching and education possible, building a school culture of respect to others, aiming a human and civic education.

The culmination of this work is the Regional Meeting about the elderly, which is thought and organized by the class, with the involvement of students, parents, and the community.

With the pandemic caused by Covid19, the methodology of the study on the elderly and the face-to-face meeting could not take place. The activities, then, were organized in the online format.

During the studies about the elderly, an Internet news story about an 82 year old woman found in precarious living conditions, brought to the online class by a student, touched the classmates. They, then, organized a campaign for donating groceries and clothes to the lady.

The elderly woman, Dona Joana dos Santos Souza, who had been found by the Brigada Militar of the city of Palmeira das Missões/RS during a police operation, lived alone and was in a calamitous situation, without food, clothes or blankets. Several years ago, her house had been destroyed by a storm and only one room in the house was habitable.

The 39th BPM of Palmeira das Missões, started a social action for the reconstruction of Dona Joana's house. The eighth grade students of Colégio Ipiranga joined this movement in order to provide better days for the lady.

The collection of food, hygiene products, clothes, and household utensils was a success. The action relied on the intermediary of the 7th BPM from Três Passos, which delivered the donations to the elderly lady on July 20th, 2020.

Amidst so many days full of worries, doubts, and fear, caused by the uncertainties of the unfamiliar coronavirus, the class of students was moved by the situation of Mrs. Joana and, through a joint effort guided by the values worked on by the school community, provided better days and sowed the hope of a more solidary world.

Dona Joana passed away on February 5th, 2021, due to natural causes.

Fortunately, the seed of hope allowed Dona Joana to enjoy, in her last months of life, days of dignity.

To sow hope is to sow the dignity of life!

## Leticia Rodriguez (Argentina)

Instituto Evangélico Argentino

### Sowing seeds of politeness

Abstract on a project carried out by students from first year of secondary school and their teacher of English

The project aims at improving students' manners among themselves and with others by making them aware that a better use of the language in terms of politeness and courtesy may turn unpleasant situations into opportunities to establish new channels of communication in our community. 'Learning by doing' is the key principle that underpins this project which is based on an adaptation of the play *Slow Food* by Marilyn Ford. Students read, listen and analyse the story, paying special attention to actors' intonation when they complain about the slow service in this so called 'Fast Food Restaurant'. Students work in groups and after role-playing the dialogues, are asked to re-write the script using politer words and a courteous tone, and imagine a different ending to the story where the people involved show respect for each other and contribute to find a solution that suits everyone. The new versions of the play are presented to the class. As a follow up activity, the students and the teacher debate and reflect on the importance of including good manners and politeness in our use of the language.

La cortesía es un comportamiento humano ajustado a la solidaridad, el respeto y las buenas costumbres, es la mejor expresión de una sociedad que desea ser mejor cada día. Creemos fehacientemente que la cortesía permite a las personas expresar acciones que van acompañados de frases (palabras mágicas) y modos que utilizamos a diario en conversaciones y en la manera en que nos relacionamos con otros y otras. Son varias las manifestaciones de este valor, que se expresan de manera cotidiana en las relaciones humanas, por ejemplo: sencillez, amistad, sinceridad, voluntad, sensibilidad, compasión.

Las normas de cortesía no son solo unas reglas de conducta, tienen su base fundamental en la educación de valores como el respeto, la amabilidad, el reconocimiento, el agradecimiento o la consideración. Como dijimos anteriormente, dentro del universo "normas de conducta" encontramos varias clases: las normas de trato social, las normas religiosas, las normas morales y son algunos ejemplos los siguientes:

- Puntualidad.
- Saludar.
- Ser amable.
- Honestidad.
- Prestar atención a la persona que habla.
- No hablar mal de alguien.
- Ser respetuoso.
- Pedir perdón.
- En la hora de comer, hay que sentarse en la mesa.
- Si tienes que decir algo utiliza un tono de voz adecuado.
- Tratar a los demás como nos gustaría que nos trataran a uno mismo siendo amable y respetuoso.

Sobre la base de lo expuesto es que nuestra escuela, el INSTITUTO EVANGÉLICO ARGENTINO, se ha propuesto SEMBRAR en cada uno y cada una de nuestros estudiantes desde la sala de 3 años en el nivel inicial pasando por el nivel primario hasta llegar al nivel secundario, una semilla llamada CORTESÍA.

La propuesta tendrá como punto de partida la sencillez esencial de la práctica constante de aquellas palabras mágicas como solemos llamar a expresiones tales como:

PERMISO-POR FAVOR-GRACIAS-

En el área de inglés los docentes del nivel inicial incorporan a través de juegos en sus aulas el uso de la magia de las palabras. Los niños y niñas experimentan a través de la observación y la práctica, cómo estas palabras hacen mágicamente sonreír y alegrar a quienes las escuchan. Notan, así como podemos las personas mirarnos, escucharnos y comunicarnos desde y a través del respeto. Cada docente inicia dramatizaciones donde se observan situaciones cotidianas como, por ejemplo: dar o alcanzar a otro u otra un elemento y recibir un “GRACIAS” a cambio de un “de nada” o cuando queremos algo, en vez de tomarlo, incorporar el “POR FAVOR”.

Los niños y niñas desde el aspecto lúdico comienzan a comprender y a poner en práctica la magia de las palabras y nuestra siembra a comenzado.

La continuación es trabajar en el nivel primario las NORMAS DE CONVIVENCIA, y es entonces cuando nuestros docentes, juegan con espejos. Todos debemos mirarnos en el mismo espejo que los otros y otras. Siempre deben ver qué nos pasaría si alguien nos dice o nos trata de esa manera en la que lo estamos haciendo. Los niños y niñas notan que es “NO CORRESPONDE HACERLE O DECIRLE A LOS OTROS ALGO QUE NO LES GUSTARÍA QUE LES DIGAN O HAGAN A ELLOS MISMOS”, de allí que el espejo representa desde la didáctica áulica la EMPATÍA, y de este modo se vivencia a través de ello, el respeto, no solo hacia los adultos dado que los niños y niñas ya lo tienen incorporado, sino que se experimenta y se pone en práctica una manera cordial de convivir entre pares, entre compañeros y sobre todo a la hora de compartir espacios abiertos como el patio durante los recreos, el detalle de tener en cuenta que hay otros que también deben y merecen ser cuidados. Por ejemplo, si corro puedo lastimar a alguien.

Al llegar al nivel secundario, los y las docentes expresaron la necesidad de fortalecer en nuestros jóvenes, el trato cortés en espacios ajenos a la escuela. Es entonces que desarrollaron puestas en común, dramatizaciones donde, por ejemplo, se encontraban en una cafetería y debían hacer su pedido. La forma en que nos dirigimos a las personas, fue el eje principal. Se trabajaron diálogos que les permitieran denotar cómo el uso de frases o palabras que antecedan al pedido, recrean o consiguen un clima de respeto. El uso de la amabilidad hacia los otros a través de las palabras como medio de hábito de vida. Los estudiantes sumaron vocabulario lo que significa una gran siembra lingüística y además comprendieron que con CORTESÍA hacia las personas se obtiene un mejor trato humano y creemos sobre todo que comprendieron que la convivencia de las sociedades sería mucho más cordial si todos sembraran en sus desayunos: SOLIDARIDAD-RESPETO EMPATÍA-AMABILIDAD, antes de salir de cada una de sus casas.

Por todo lo expresado, sentimos que nuestra semilla crecerá en un mundo donde las personas convivan en paz siendo sencilla pero profundamente amables con el otro.

Nuestro proyecto sostiene hacer VISIBLES a los otros. Es esencial que los niños y jóvenes se formen desde la noción del RESPETO al otro, que es nada más ni nada menos ALGUIEN a quien le ocurren las mismas cosas que a nosotros. Es el deseo de esta Institución que Dios nos guíe como instrumentos para hacer este sueño posible. Ser CORTES es sobre todo saber que todos y todas SOMOS IGUALES a través de nuestras DIFERENCIAS.

Escucharnos, hablarnos en un tono agradable, debatir cuando no pensamos lo mismo, mirarnos a los ojos, darnos una mano, caernos y levantarnos, es la expresión de la vida misma.

## Eliana Christen de Souza and Gloria Matallana (Brasil)

Escola Barão do Rio Branco

### Color of hope: Day of respect for cultural diversity

October 12 has a special meaning in Spanish-speaking countries; they celebrate Hispanic Heritage Day. This celebration began at the end of the 19th century and commemorated the arrival of Christopher Columbus in the Americas on October 12, 1492 (Reyes, 1952). It coincides with the national holiday of Spain, and, in Latin American countries, this holiday has a meaning of union and respect. For example, in Argentina, the festivity is called the Day of Respect for Cultural Diversity. In Ecuador and Peru, the holiday inspires dialogue between different cultures and knowledge, in addition to strengthening national unity (Publico, 2018).

Inspired by the spirit of fraternization, respect, and hope from the Hispanic Heritage Day commemorations, we carried out a joint activity with the students of the 4th year of Primary and 2nd year of High school. The objectives were to learn more about the cultural and historical diversity of the Hispanic American countries, introduce and practice new vocabulary, develop listening and communication skills, and most importantly, foster feelings of togetherness and hope among our students.

During October 2021, both the primary and high school students get together during classrooms and learn about the history of Hispanic Heritage Day, its meaning, and its importance. Then, they work together to make the Wiphala flag and learn about its significance. The origin of this flag dates to ancient times before the arrival of the Spanish to America. The Wiphala flag, with a total of 7 colors, each one with its meaning, belongs to all the indigenous peoples of the Inca empire and, its origin has a message of peace and union (Escandón, 2016). Today it is present in Bolivia, Peru, Argentina, Chile, Ecuador, and Paraguay. The flag symbolizes Andean customs and is raised at social and cultural events.

Finally, the students mingled with each other and, we sang and danced to the song Color Esperanza (Color of Hope, see lyrics afterward) performed by Diego Torres (Sorokin et.al, 2001). Previously to the student groups met, we rehearsed the lyrics and choreography of the song. As a result of the singing and dancing activities, our students felt empowered, learned new words and idiomatic expressions, as well as cultural aspects of the Spanish-speaking countries. It was a very positive encounter that ends with a feeling of union, cooperativity, and, more than anything, hope.

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## Liane M. Stamm Schwingel (Brasil)

Colégio Evangélico Martin Luther

Presented by Jaqueline Barbosa

### **Memories of the pandemic in the eyes of our students**

In times of pandemic, with changes in our routine, to help with socio-emotional issues, we seek, through an interdisciplinary work proposed to our Elementary School II students, and presented by them in video form, to know what they think, feel and how evaluate this “new normal”. We record here a synthesis of students from Elementary School II and, depending on the number of students generated, we will use just a few among the many statements collected to illustrate our analysis.

When a class was asked about what represents a pandemic and what are the main changes that have occurred in their lives, student Luiza Gabriela da Silva summarized: “A new disease, in which a virus is spreading across several countries and changing people's lives. ”. For Vitor Hugo Backes da Silva, it “represents fear, isolation, staying away from those we like and the things we like”. Gustavo Buss Sutil adds: “The pandemic brings sadness, anguish, loneliness, but it also shows that we have to give value to those who are close to us”. For many, it's a chance to talk more as a family, play games, have fun together, have more time with their parents at home. Adrianus Reuter de Oliveira reports that “staying at home with my father and mother is very good, but staying at home away from physical contact with school, friends, bicycle rides and ball games is very bad”.

Asked about studying remotely, Umberto Oliveira Fontana adds: “I wake up at 6:30 am, as on a normal day, but I don't get ready to go to school; I turn on my laptop, enter the online class the teachers have already posted the meet link. I don't think it could be better, but sometimes the problem is the internet”. Murilo Otávio Wilmsen Feiden adds, considering that one of the great gains is the knowledge acquired in the area of educational technology: “Before the pandemic, I used the computer very little and now I'm using it a lot. This allowed me to learn to use tools like Word, new platforms like Classroom and Meet, and improve my typing. I started opening my Gmail every day and I never did that”. The separation from friends and teachers, which was supposed to be a few days, has been going on for months, and it is “normal” to see them from a distance.

The students' perception regarding the care we should take with our physical and mental health is something remarkable. Mention the human being as someone fragile in the face of a dangerous virus, which caused illness and thousands of deaths worldwide. Staying at home to avoid crowding and physical contact became a mission.

About the lessons left by the pandemic, we realize how much altruism and empathy are applied, stating that we should care more about others, have more patience, solidarity, love and care. They also value the people who work for us and our health and help those in need. Ana Laura Maffini vents: “I miss my friends a lot, they are very important”, while student Isadora Port Bedin adds: “We must value family members more, as they are our most precious possessions. We must think and act according to what we feel in our hearts”. For Guilherme Henrique Stoeff, this “is the time to reflect or think about how we often do not notice or value the things or people that are part of our daily lives”.

And if your kids, in 2040, asked how 2020 was, what would they say? Arthur Fernando Mees confidently states: “I imagine my children coming with the history works, asking me how 2020 was, and I say that these were times of crisis, where alcohol gel and mask were essential and we had to take care a lot”.

Betina Nunes S. Koefender records humanity's common desire: “I hope the vaccine is checked soon, so that we can embrace people again without fear”. Emanuel Vinícius Hein Mendes, representing many of us, highlights that this “was a year of overcoming difficulties and, if we manage to overcome it, it is because God helps”. And, with the words of Daniel Eugenio Casagrande, we reinforce our faith and the certainty that everything will be all right: “There are many people praying and asking for this to pass”. And we, the Martin Luther family, reinforce: IT'S GOING TO PASS!



## Ana María Surdá (Argentina)

Instituto Evangélico de educación Superior

From the Workshop of Natural Sciences of the 3rd Year of the Teaching Staff of Initial Education-

### **Recovering the sense of Scientific Education: A path to build Hope**

We are emerging from COVID 19 Pandemic and all what that means for the world, for Argentina, for institutions, for families, and for every person that conforms every community .

Science has been in these times, the way to overcome the Pandemic, the way to create hope. Science was present in organizations, projects, as a generator of alternatives, cooperation, and strongly linked to technology for the service of humanity. The science that was forgotten in the curriculums of Initial and Primary education levels, teacher basic skill pieces of training and policies in the most impoverished countries for a long time, now recovers a small significant space in the education of our future teachers in our Teachers' Training Course.

This writing intends to tell the reader about the work in the science workshop carried out online, with 3rd-year students . Only three monthly hours of virtual work allocated as an optional workshop served to generate a space for working, learning, experimenting, and discovery and reflection that was intended to move, to make the students aware of this fascinating scientific perspective. An approach that in the future should give them in their teaching role in order to awaken in the children at the earliest ages that taste and motivation to discover the world and not want to stop anymore.

This project was extended during 2020 and 2021 with third-year students, here we observe that those students who attended the workshop began to create challenging spaces in their pedagogical practices. The students challenged the status quo in the schools regarding the teaching of science. In many cases teaching science is limited to repetitive and stereotyped practices that basically emphasize information, leaving aside a scientific way of thinking.

Throughout the workshop we have found that making children think always brings us wonderful surprises and therefore renews our hope.

We begin by questioning our senses through engaging in perceptual illusions, both auditory and optical. But the challenge was greater when it was proposed to future teachers to generate their own optical illusions. The use of perspective, the possibility of realizing an idea, the test, the rehearsal, the use of light, of photographic records, immersed us in a new universe, that of virtuality, holographic images, augmented reality and Science fiction. We realized the close relationship between art and science, for example, the ideation produced in futuristic films that later took shape in specific projects or how the distortion of reality is used in advertising to produce reactions in potential consumers.

But the most interesting thing was the installation of the dialogue and the question. Nothing can be taken for granted, the workshop space becomes a clinic of ideas where there is permission to question everything and to look for arguments, information, forms of proof or ways to refute our linear thinking. Complexity as a paradigm is installed.

What is the difference between magic and science? Why do we blindly believe in science when it is provisional? What did science and technology allow us in the Pandemic? Why the inquiry has not been installed in their own formation?

We do not have all the answers to these questions, but by making our work known, others may help us to give us some.

## Christian Twagirimana (Rwanda)

Groupe Scolaire Remera Protestant

### **How Active Methods and Participatory have contributed to seeds of hope in learners.**

Groupe Scolaire Remera Protestant is day school. It has primary section and secondary section. I teach Economics in Advanced Level, i. e. S4, S5 and S6, combination of Literature- Economics and Geography (LEG). I also teach Entrepreneurship in Ordinary Level especially senior two. Students from local environment of this school join it.

The active methods of teaching (Pedagogie Active et Participative -PAP) are used as means of inspiring hope in learners by making the teaching process active. Learning-teaching process in Rwanda has encountered enormous problems where different home problems impact students. These problems are due to social, economic, and political issues. Some of them are orphans, others have responsibilities to nourish their brothers and sometimes their parents are poor, old etc. Students have no aim; no vision and they hope that they may find some food when they are at school. These learners are discouraged from education. Teaching such students is not easy.

As a teacher who have been trained in Active Methods and Participatory, I vary the techniques of teaching, all used in modern techniques of teaching. Some of them include Group discussions, sketches, role play, use of teaching aids etc. These techniques have contributed so much to capture the attention on my students during the teaching-learning process. Students with low intellectual consciousness are uplifted by their colleagues and this create enthusiasm in learners. The spirit of learning become more and more high due to such variation of modern techniques. This creates hope in learners.

Hope is not only manifested in classroom. Changes are seen even out of the classroom. For example, when students are in break time and pause, they are engaged in games like volleyball, Football, Basketball, Chess, running by help of trees (Gukina agati) etc. Those students who have desperation try to play with others even if their family problems persist. It is a process. It may take one, two, three, four or five years to get complete hope.

All students here in Rwanda sit for national exams after completing Ordinary Level, it means senior three known as Tronc Commun, students who succeed these exams and they are promoted in Advanced Level (S4) where they choose to pursue different combinations. The level of skills improves as they pass to senior four, senior five and lastly to senior six. In senior six, they also pass national exams which qualify them to obtain their diploma or certificates. These students whom I teach succeed for these exams. Some get marks that permit them to pursue higher institutions, others go to search for jobs like paying jobs, join some businesses, so, their lives improve. This is due to the use of modern methods of teaching. For instance, in 2019 the class of senior six LEG I had, 55 students out of 58 have got their A2 certificates. I meet sometimes some of them having paying jobs, their lives have improved, hope of living is for them.

To conclude, the Active and Participatory Methods of teaching have contributed to the improvement of success not only in studying but also in creating hope in learners thus success in real life.

## Césarie Uwabaganwa (Rwanda)

GS Saint Etienne Shyogwe

I hereby put this testimony as a teacher who uses Participative and Active Pedagogy (PAP) in my class and who trains others teachers to improve their teaching

From the time I got to know PAP, I realized that it is a good method of teaching learners in classroom. That method helps learners to live in harmony with their colleagues. It is a method that facilitates the teacher and the learners to work in good atmosphere. The teachers help the learners by guiding them in their ideas so that they work together. They explain each other, create new things and the good results they got help them to boost their self-confidence. That working climate encourages them to keep in doing researches so that they continue getting better results

The Active and Participative Pedagogy (PAP) helps learners to be eloquent and this trains them to be good leaders of the future, who will help in developing the country. So by using good methods of teaching, we plant the seeds of hope in our learners.



## Esperance Uwase (Rwanda)

Bukane Primary School

### How my school and my students are helping to plant seeds of hope

Before the training in Active and Participative Pedagogy (PAP) which was organized by the Protestant Council of Rwanda (CPR), my teaching was bad. Classroom activities were teacher-centered and we did not give importance to the teaching material. Including all learners in learning and teaching activities were not possible. Give the hope to live and become intelligent, it was difficult. Nowadays at our school, we allow time for pupils to discuss about their learning and difficulties they are having and help them to find solutions of their problems. We encourage learner's interventions and praise to the pupil's ideas. These techniques of teaching help me to build friendship between I and the learners and also prevent school dropout. In my classroom, I directly identify learners who need special education and help them accordingly.

This pandemic of Covid-19 caused many problems to the learners such as:

- lose of the need of learning
- bad behaviour for some of them
- lose of school materials to some of them due to family poverty

Through collaboration with parents, teachers and school leaders we found time for discussion and find how to solve these problems and so plant the seeds of hope.



## Natalia Vazquez (Argentina)

Jardín Evangélico Americano 1608

Headmaster: Mabel Graciela Foressi

### Sowing hope at the early childhood level

When talking about the context that the pandemic early childhood children went through, it is to consider multiple factors that were present, especially when they were prevented from attending kindergarten. There was little socialisation among peers; less access to teaching materials, to quality games and toys, and to recreational areas such as squares and parks.

Kindergartens are a fundamental space for our children's early learning, but they are also a space that guarantees the care and protection of their rights. Young children are mostly restless and multi-demanding. Unlike older children and adults, they have a greater demand for attention, less understanding of the pandemic situation, and greater fear due to how they process the information they perceive in the environment, which they cannot fully determine.

Several studies linked to research on natural disasters indicate that young children are more vulnerable than adults to the emotional impact of traumatic situations or events that invade their daily lives. They are a priority, not as a group at risk of disease, but because of the imperative need to meet their basic living conditions, their emotional health, their psychological well-being and the restitution and promotion of their rights.

As a result of scientific advances, the circulation of civilian children in the community began to decline and, as a consequence, the return to the kindergarten level was made possible in order to gradually recover classroom routines.

In our institution, the American Evangelical Kindergarten 1608, José C. Paz, the pupils of the first year of primary school are in the classroom. Paz, the students of the third section B, room 5 years, afternoon shift, built Agreements of coexistence, which contribute to improve, strengthen and learn to live together under transverse agreements, which lead us to paths of peace and hope, which help us to have a better relationship in our society and, being mostly valid if we cultivate it from an early age, we will generate a society more enabled to peaceful and rational forms of relationships that invite to a better social and coexistence form.

From our Institutional Project, the proposal to deal with coexistence is fundamental and the fact of involving our students and the whole educational community (boys, girls, teachers, families) becomes a significant, proper and genuine aspect, dealing with what should be done, visualising what is not correct, reflecting on it, debating among all, carrying out an advisory council of the actions that had been agreed among all, thus turning it into an instrument of reflection and conflict resolution.

Of course, in order to draw up the coexistence agreement, it is first proposed to the children to think together and establish which actions carried out in the kindergarten allow us to coexist better in the classroom and make us feel good, letting them know that coexistence is an important part of all human beings, since the individual living together in society refers to an act of change and exchange, the first because the individual becomes part of a group and the second because of this belonging, man knows, learns and communicates new notions of the way of seeing the world.

A list of actions is then drawn up, which the children dictate to the teacher, reflecting on the consequences and impact that each one can have on both personal and group well-being.

This proposal is then extended to the families, encouraging the adults responsible for each child to learn about the work carried out in the classroom, having the possibility of being an enriching part of it, being able to talk at home about the subject and to pass on these reflections to the kindergarten through notes, drawings or messages given to their sons and daughters.

In this way, coexistence agreements are formed through joint family-school reflection.

It is important to point out that the children also had the opportunity to learn that we all have obligations and rights.

They also have them as members of a community, as promoted by the Declaration of the Rights of the Child, of the UN General Assembly, which approved the international convention on 20 November 1989. They are not only a Declaration, but are a far-reaching recognition that requires them to be put into practice and to reflect respect for rights to the exclusion of none.

In order to achieve respect, it is necessary to know the rights; it is the role of the institution and the teacher to make children aware of their rights, and at the same time it is a social alert, because it implies that they become aware of their compliance or non-compliance with them.

The aim is to promote social changes that allow the participation and exercise of the rights of all children. Since, in times of pandemic and isolation, these rights could have been violated for various reasons, it was important upon returning to the institution to make them known, to promote their respect and exercise by all the adults who accompany each child.

Through the reflective and practical work of these proposals, education for peace and good coexistence is promoted through the use of pedagogical tools that promote the development of empathy, self-knowledge, the capacity for creation, communication and non-violent conflict resolution in children in early education.

Through dialogue and the exchange of ideas on "What IS PEACE?" two lines of thought and central ideas were reached, since the children stated that peace is "being calm", adding to this answer others such as "alone", "in silence", "calm". On the other hand, some children were able to include others in their definition or conception of peace, explaining that it is not always necessary to be alone to be at peace, but that it is also possible to be at peace by sharing a pleasant and loving moment with other people.

Each person was then asked to express in a drawing in what everyday situations do they feel peace? They answered "I feel peace when":

- I play outdoors.
- I look at the shapes of the clouds.
- I see a rainbow.
- I eat a croissant with ham and cheese.
- They buy me an ice cream.
- I play football.
- I play on the beach.
- My mum cuddles me.
- I play a game with my family.
- I play at grandma and grandpa's house.
- I am at home.
- I can solve the accounts.
- I play with my pets.

Peace education is not an education that seeks to make people more peaceful but, rather, to be able to analyse socially, culturally, ideologically, economically, etc. The violent structure is oriented towards action and social change through awareness, through the analysis of their values and the reasons for them.

In the manifestations of the children consulted on peace we can see that they find peace in little things and the solution to conflicts in the best way, with a smile, with a hug, with a magical thought, with a game, with an idea put into words in a genuine and disinterested way.

When the children returned to the kindergarten, they were not the same. They are all affected by this global phenomenon.

From now on, a new stage awaits us, where they will require and demand a new education for new childhoods.

It will have to become more fraternal, less selfish, more solidary, less advantageous, more just, less unequal, more open, less adult-centric. These are times to invent new scenarios, new answers, it will be impossible to do it with old ideas.

We must sow new hopes and wait for the best fruits.

#### Bibliography:

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## The Forest of Feelings

### 1 INTRODUCTION

We live in a world that has a very hard time dealing with feelings. The time in which people are being taught not to face their own feelings. This is upsetting for adults, but also, and especially, for children who need adults who are able to talk about feelings in order to face them.

Ana Idalina de Paiva Silva, in the abstract of her doctoral thesis, highlights that: *"Difficulties in recognizing emotional expressions would represent alterations in the identification of the emotional stimulus and, therefore, would have reflections in the child's behavior."*<sup>1</sup>

The health crisis of the new Corona virus pandemic has come to bring new emotional elements and highlight the difficulties of dealing with one's own feelings. Children, once again, are the ones who have been hit hard in the issues of coping with feelings and dealing with emotions.

Within this context, the school pastoral created the meditations in the "Forest of Feelings" for the students of Colégio Sinodal, which is a community school linked with Igreja Evangélica de Confissão Luterana no Brasil (IECLB) located in São Leopoldo.

### 2 JUSTIFICATION

The school needs to be in tune with the real lives of students and their daily challenges. The school curriculum, necessarily, needs to be in tune with all aspects of life. This project brings to the discussion the emotional, relational, and spiritual issues of children. It is a commitment, provided in the BNCC - which is the document that determines the basic learning rights for all students in Brazil - to work on social and emotional skills. Working on feelings and emotions is part of the specific work of the school, especially when dealing with social and emotional skills and competencies.<sup>2</sup>

The BNCC provides ten general competencies, which are the guiding thread of basic education. They are: knowledge; scientific, critical and creative thinking; cultural repertoire; communication; digital culture; work and life project; argumentation; self-knowledge and self-care; empathy and cooperation; responsibility and citizenship.<sup>3</sup>

It is noticeable that the BNCC gives special emphasis to social and emotional skills. It is understood that these socioemotional skills develop the necessary competencies to deal with one's emotions. These skills are of fundamental importance in the most diverse life situations. They help people to be socially integrated and interact with their environment; for this process to be healthy, it is necessary that people learn to know themselves, to live together, to work, and to be.<sup>4</sup>

Socioemotional skills are part of the integral formation of human beings, to be learned, practiced, and taught. Addressing these skills, focused on the education of emotions, is fundamental to promote autonomous thinking, critical reading, and empathy with other people.<sup>5</sup>

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<sup>1</sup> SILVA, Ana Idalina de Paiva. Recognition of emotional expressions in children with complaints of anxious behavior and thought problems. 2017. xiv 121 f., il. Thesis (Doctorate in Behavioral Sciences) - University of Brasília, 2017. Available at: <https://repositorio.unb.br/handle/10482/31250>. Accessed 21 Jul 2021. p. xiii.

<sup>2</sup> School Diary. Base Nacional Comum Curricular - Education is the Base. Citations and references to electronic documents. Available at: <https://diarioescola.com.br/10-competencias-da-bncc/>. Accessed on 15 July 2021. (No page).

<sup>3</sup> School Journal, 2021, (No page).

<sup>4</sup> School Journal, 2021, (No page).

<sup>5</sup> School Journal, 2021, (No page).



Social and emotional competencies refer to the way of dealing with, recognizing, and naming one's own feelings and emotions. In order for a person to know the way in which he/she understands and reacts emotionally to the most diverse situations. The reactions to the various emotions are not always predictable for a person. For this reason, it is very important to know how to recognize them and understand how they influence one's behavior. This exercise of self-knowledge is part of the educational process from childhood, both in the family and school contexts.<sup>6</sup>

This is why the theme worked on by the "Pastor of the Hat" in the "Woods of Feelings" is given a fundamental place in the education of children. And, this initiative is part of the whole care project launched throughout the school, in order to face the spiritual and psychological needs felt in the face of the health crisis we live in the world, which brings insecurity and all kinds of feelings to people at any age, and the children require a specific demand and a differentiated look from adults and the school context.

### **3 OBJECTIVES**

#### **3.1 General Objective:**

- Helping children work through their feelings.

#### **3.2 Specific Objectives:**

- Promote discussion about children's feelings;
- to foster the appreciation of one's own humanity;
- promote the notion that all people have all kinds of feelings;
- to value the need that children have to vent their feelings;
- work on fears, naming the feelings in order to face them;
- to promote empathy and otherness through dialogues about one's own feelings in the light of spirituality.

### **4 CONTEXT OF APPLICATION**

Colégio Sinodal de São Leopoldo.

### **5 PUBLIC**

Students from Junior High (1st to 5th grades).

### **6 METHODOLOGY**

The methodology consists of recording and editing weekly videos of the "Pastor of the Hat" in the "Forest of Feelings", which the teachers watch with their classes in the classrooms. In these videos, each week the "Pastor of the Hat" finds a feeling in the "Forest of Feelings" and talks to it. The students have the opportunity to talk about how they relate to the feelings in the video.

The people involved are: the school pastor, who makes, directs, films, and edits the videos, another person who works at the school to voice the feelings found in the "Woods of Feelings" (for each feeling a different voice), teachers, and the students from Fundamental 1 of Colégio Sinodal. The material needed is what is available at the school and a cell phone for filming.

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<sup>6</sup> School Journal, 2021, (No page).

The children are confronted with the most diverse feelings and reflect on how to understand them in the light of spirituality, face them, or live with them. Thus, they realize that all people are moved by feelings and that there are appropriate ways to relate to these sentimental human beings (be they of the same age, or adults).

The program was developed in the first semester of the 2021 school year, with one meeting per week.

## 7 EXPECTED RESULTS

The expected results cannot be fully measured immediately, not least because feelings are not measured.

However, the expected result is to make a difference and to help children to deal more adequately with all their feelings from a spiritual point of view - both those that are generally considered as positive and those that are referred to as negative. By dealing better with their feelings, these children make a difference in the environment in which they live, interact - a place of transformation: where they transform and are transformed.

## 8 REFERENCES

School Diary. **Base Nacional Comum Curricular** - Education is the Base. Citations and references to electronic documents. Available at: <https://diarioescola.com.br/10-competencias-da-bncc/>. Accessed on 15 July 2021.

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## 9 ADDITIONAL MATERIAL

Some examples of videos of the "Pastor of the Hat" in the "Woods of Feelings":

Video Forest of Feelings - Joy: <https://www.youtube.com/watch?v=DZlCmvYlmaE>

Video Forest of Feelings - Anger: <https://www.youtube.com/watch?v=zKiT7vy7AZ8>

Video Forest of Feelings - Sadness: <https://www.youtube.com/watch?v=lv885Gk8VMk>