



Pestalozzi

Training Resources

Education for the prevention of violence at schools (VIO)
Handwork as a tool for the prevention of violence in schools

by

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Editor: Višnja Raji



The Pestalozzi Programme
Council of Europe Training Programme for education professionals

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Last edition: October,2012

The opinions expressed in this work are the responsibility of the authors and do not necessarily reflect the official policy of the Council of Europe.

Preparatory reading:

One of the biggest challenges which is facing the schools around the world is making the school a safe place for living and learning. How can we achieve that students live in *convivencia*? One of the possible answers is handwork.

Handwork has a deep pedagogic purpose and a great influence on the development of those who participate in it. It contributes to the development of many skills, among others these are: patience, social skills and developing positive self-image and self-confidence. Hedwig Hauck (1993), the first handwork teacher in Waldorf School, claimed that children who have the opportunity in their childhood to make artistic and useful objects for themselves and other people by hand will know how to face life and other people when they grow up and have socially more fruit-bearing and wealthier coexistence.

Theme: Violence prevention

Expected outcome

- **Concepts:**
 - ➔ holistic education
 - ➔ learning by doing
 - ➔ experience based learning
 - ➔ practical work (handwork)
 - ➔ social skills
- **Components:**
 - Learning to be:
 - ➔ To feel the beauty of handwork and nurture the feeling for beauty
 - ➔ To gain confidence in own abilities and therefore feel satisfied

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- ➔ To encourage participants' creative forces and imagination through creating new ideas and designs
 - ➔ To recognize the importance of developing own communication skills and teaching methods (especially demonstrating and explaining)
 - ➔ To allow participants to take responsibility in their learning process
 - ➔ To develop willingness to put in effort into own work
 - ➔ To be willing to appreciate challenge and expect to learn from it
 - ➔ To develop belief that cooperation has a central role for social cohesion and respect for the individual
 - ➔ To realize the importance of cooperation through pair work, team work and group work
 - ➔ To accept suspension of judgment of others based on prejudice and stereotyping

- Learning to know:

- ➔ To recognize the importance of practical work
- ➔ To realize the deep pedagogic purpose of practical work and a great influence on the development of those who participate in it
- ➔ To get to know several handwork techniques (felting and knitting)
- ➔ To learn the process of making crafts from an idea to the final product
- ➔ To realize that handwork contributes to the development of finger dexterity, precision, concentration, perseverance, patience and social skills
- ➔ To develop up to date knowledge on cognitive development, multiple intelligences and learning styles and how teaching must accommodate them

- Learning to do:

- ➔ To learn how to work practically
- ➔ To produce aesthetically beautiful and useful crafts
- ➔ To activate participants' capacities in order to experience competence offered by practical work

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- ➔ To be able to promote learning by doing, teaching methods based on real-life, on skill oriented tasks, and active involvement
 - ➔ To develop the ability to plan and organize an activity
 - ➔ To employ project based learning and cooperative learning in teaching and be able to adapt the methods/techniques to the needs of classroom
 - ➔ To be able to create a safe learning environment and develop own and learners' self-esteem, self-worth and self confidence
 - ➔ To be able to avoid marginalization and create a safe learning environment
 - ➔ To be able to learn from challenges

Target group

Type of training	School level / age	Subject area
Initial and in-service training	Primary level	Classroom lessons, Handwork

Brief description of the unit

This teaching unit aims to raise awareness of the contribution of a practical work such as development of finger dexterity, precision, concentration, perseverance, patience and social skills.

The teaching unit which will be presented below consists 2 day sessions; each lasts 240 minutes. The activities are based on practical work – learning by doing. The participants will handmade 5 crafts – useful objects; among them some are used for playing a game which the most important goal is the development of social skills.

Methods/techniques used

Teaching methods based on skill oriented tasks and active involvement practical work

Individual work

Pair work

Time 8 hours/ 2 SESSIONS

SESSION 1	▶ 240 minutes
Activity 1: (Warm up activity) What can you tell me about yourself	▶ 20 minutes
Activity 2 : Name felting	▶ 60 minutes
Coffe break	▶ 15 minutes
Activity 3: Felting the string for string games	▶ 70 minutes
Coffe break	▶ 15 minutes
Activity 4: Felting a ball	▶ 60 minutes
SESSION 2	▶ 240 minutes
Activity 5: (Warm up activity) – Pre working massage	▶ 10 minutes
Activity 6: Game with a felt ball”	▶ 10 minutes
Activity 7: Cat's cradle – string game	▶ 40 minutes
Coffe break	▶ 15 minutes
Activity 8: Friendship bracelet	▶ 60 minutes
Coffe break	▶ 15 minutes
Activity 9: Finger knitting	▶ 70 minutes
Debriefing session	▶ 20 minutes

Tips for trainers:

- All the activities have a web tutorial so this can be an easier way to go through them and can be of help when working with students
- The trainers themselves need to master making the following crafts so that they can transfer their knowledge to teachers correctly and help them if a problem appears.
- Trainers need to encourage teachers to increase their self-confidence and have a feeling “I can do this”.

- Trainers need to be patient with teachers, especially with teachers who have difficulties with fine motor skills.
- The group of teachers which the trainers will train must be smaller (not bigger than 16 teachers) because it is very difficult to teach handwork in a big group.
- When the teachers will work with students they should explain making every craft through telling them some kind of story and not by explaining it on the cognitive way.

Resources

Visual instructions for a Cat's cradle	Appendix 1
Visual instructions for making a cardboard for a friendship bracelet	Appendix 2
The story about the old shepherd and his disobedient sheep	Appendix 3

SESSION 1

Activity 1 What can you tell me about yourself



20 minutes

Notes	
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ to get to know each other better ➤ to listen carefully to one another ➤ to create a good atmosphere ➤ to create a safe learning environment <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ 	
<p>▶ Methods /techniques used:</p>	

<ul style="list-style-type: none"> ➤ game ➤ conversation 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ one big wool yarn 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ The participants stand in a circle. 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ A facilitator has in his hand a wool yarn. He gives the instructions to participant – he will throw a wool yarn and the participant who is going to catch it has to answer on 5 questions: ➤ What's your name? ➤ What's your favourite colour? ➤ What's your hobby? ➤ Which city/state would you like to visit? ➤ What would you be if you weren't a teacher? ➤ Before he begins, the facilitator itself has to answer those questions. The facilitator firmly holds a thread of his yarn and chooses one participant to whom he is going to throw his yarn. The chosen participant needs to answer those questions, hold a thread and throw the yarn to another participant. ➤ When all participants have answered those questions they are all connected with a thread. Afterwards the participants are letting go of the thread by throwing it backwards one by one in such a way that every participant has to say something about the person that threw the yarn to them, for example: “This is John and his favourite colour is blue, his hobby is diving, he would like to visit China and if he wasn't a teacher he would be a pilot.” If somebody didn't remember well the answers, other participants can help him. In that way the participants are repeating their names, get to know each other, create a good working atmosphere and have fun. The game is over when just a facilitator is holding a wool yarn. 	
<p>▶ Tips to trainers/anticipated difficulties:</p>	

<ul style="list-style-type: none">➤ The participants have to be very careful while they are throwing a yarn and holding a thread so that they don't accidentally drop it or let it go.	
<ul style="list-style-type: none">▶ Debriefing/reflecting:<ul style="list-style-type: none">➤ Discussion with participants:➤ How did you feel?➤ Did you manage to remember answers of every participant?➤ Did you have a problem with catching or throwing a yarn?➤ Which was a goal of this game?➤ We could play this game with a ball also, but we didn't. What's the difference?➤ How did you felt when we all were holding a thread?➤ The activity is already an introduction to the second activity so there is not the time for debriefing yet.	

Activity 2 Name felting



60 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ to learn how to felt and feel the beauty of it ➤ to encourage participants' creative forces and imagination through creating new ideas and designs ➤ to allow participants to take responsibility in their learning process ➤ to realize the importance of cooperation through pair and team work <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ demonstrating and explaining ➤ individual work ➤ practical work ➤ pair work ➤ team work 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ 32 special barbed felting needle (two per person) ➤ 16 blocks of foam (approximately 25 x 25 cm) which is higher than a length of a needle which allows the needles to go through the fibber and beyond without damaging the needles or the surface below ➤ wool roving in various colours ➤ laptop ➤ projector ➤ video tutorial about needle felting http://www.youtube.com/watch?v=J8PHUREGqbo&feature=youtu.be 	
<p>▶ Practical arrangements:</p>	

<ul style="list-style-type: none"> ➤ The participants are sitting at the benches which are arranged in a semicircle. In a middle of a semicircle are two benches with material needed for this activity. 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ The facilitator announces an introduction of a felting – a popular fiber arts craft which is done with the use of special needle whose barbs catch the scales on the fiber and push them through the layers of wool, tangling them and binding them together. ➤ On the beginning of this activity participants are watching a short video tutorial about needle felting. Afterwards the facilitator is demonstrating once more this technique. He explains how they should work with a needle at a 90 degree angle so that the tip of a needle doesn't break because it is very fragile. In case that happens, participants need a spare needle. The participants have a task to felt their own name on a block of foam. Felting is done by working in smallish sections. That means that the participants need to tear or cut a piece of wool roving and lay it in place where they want to begin. After that they puncture the fibers with a needle. First they need to felt the base dimension 25 x 25 cm (the size of a block of foam) with white wool. After the base is done they need to felt their name on it. Every participant chooses his own design and colour. The felt is finished when the fiber from participants name is peeking through the back of a felted base. ➤ After everyone is finished, participants need to separate their felt from a block of foam. Afterwards they are felting their craft together with the craft of person sitting next to. Then they felt their craft with the craft of other participants until they don't get one big felt with the names of all participants. 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ A facilitator has to warn the participants to be very carefully while they are felting because this felting needle is very sharp, it breaks very easily and if they aren't used properly, they can do a lot of damage. ➤ Encourage participants to be creative. ➤ Participants can felt their craft together in a way that four crafts are felted horizontally one next to another. Afterwards they get four rectangles which must be felted one below another so that their crafts are building one big quadrate. 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ Discussion with participants: 	

<ul style="list-style-type: none"> ➤ What do you think about this technique? ➤ Was it difficult for you to felt? ➤ What other things can you felt with students? ➤ Which difficulties occurred while students would felt? 	
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Activity 3 Felting the string for string games



45 minutes

Notes

<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ learn how to felt a string for string games ➤ develop willingness to put in effort into own work ➤ realize that handwork contributes to the development of finger dexterity, precision, concentration, perseverance, patience and social skills ➤ produce aesthetically beautiful crafts which will be afterward used for playing <p>promote learning by doing and active involvement</p> <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ explaining ➤ individual work ➤ practical work 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ few water-repellent table cover ➤ 8 rags ➤ bowl with soapy water, consisting of 1 litter of hot water and 2 tablespoons grated olive soap per 	

<p>two participants</p> <ul style="list-style-type: none"> ➤ 16 sponges or blocks of foam ➤ 32 special barbed felting needle (two per person) ➤ wool roving in various colours ➤ clear water ➤ water with vinegar ➤ laptop ➤ projector ➤ video tutorial about wet felting http://www.youtube.com/watch?v=R_QnQnbx2l0&feature=youtu.be 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ The participants are sitting at the benches which are arranged in a semicircle. In a middle of a semicircle are two benches with material needed for this activity. Near or in the room in which the training will take place need to be a pipe with running water. ➤ The benches need to be protected with a water-repellent table cover. ➤ On every bench there should be a bowl with soapy water, consisting of 1 litter of hot water and 2 tablespoons grated olive soap per two participants and a rag if participants want to clean their hands or bench. 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ The facilitator explains to participants that there is one other technique of felting called wet felting because it is made with soapy water. Afterwards participants are watching a short video tutorial about wet felting. ➤ The facilitator gives instructions to participants. Participants have to choose a wool roving and separate one sliver wool roving in a length about 180 cm. Afterwards this sliver need to be separated lengthwise into thirds and each third again in half. The two ends of the thinned band participants put above the other about 4 cm on the sponge. Now they need to use a felt needle and connect the ends by sticking it and punching until the ends don't stick together. Then participants moisten their hands in soapy water and begin to roll the sliver between their palms. The wool should be moist but not wet, because then it will not roll well. At first the participants roll low and then the pressure is increasing gradually until the end is rolled tight. Participants are felting 	

<p>patiently piece by piece until the sliver convert to a fixed string in its entire length. When participants are finished with felting they first wash their strings in clear water and then in a water which is mixed with vinegar so that the felt becomes pH neutral because of soap which the felt is full of. At the end the string must be dried.</p>	
<p>► Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ A facilitator has to warn participants to be very carefully while they are felting because this felting needle is very sharp and it breaks very easily and if they aren't used properly, they can do a lot of damage. ➤ The string for a string game has to be about 180 cm long for adults and about 140 cm for children. ➤ The cord should not be too thick, because it would be difficult to play a string game. ➤ Encourage participants to be patient and perseverant. Quite a lot of (creative) pre-work with preparing all the materials. The final product should be put on a wall to be seen to the participants as a reminder even after the training. 	
<p>► Debriefing/reflecting</p> <ul style="list-style-type: none"> ➤ Discussion with participants: ➤ What do you think about this technique? ➤ Which felting technique you prefer? ➤ What do you think which felting technique is better for children? Why? ➤ Was it difficult for you? ➤ Were you impatient? ➤ How would students react on this activity? 	

Activity 4 Felting a ball



60 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ learn how to make a felt ball ➤ gain confidence in own abilities and therefore feel satisfied ➤ activate participants' capacities in order to experience competence offered by practical work ➤ belief that cooperation has a central role for social cohesion and respect for the individual ➤ practice patience <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ demonstrating and explaining ➤ individual work ➤ practical work ➤ game 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ few water-repellent table cover ➤ 8 rags ➤ bowl with soapy water, consisting of 1 litter of hot water and 2 tablespoons grated olive soap per two participants ➤ wool roving in various colours ➤ clear water ➤ water with vinegar 	
<p>▶ Practical arrangements:</p>	

<ul style="list-style-type: none"> ➤ Participants are sitting at the benches which are arranged in a semicircle. In a middle of a semicircle are two benches with material needed for this activity. Near or in the room in which the training will take place need to be a pipe with running water. ➤ The benches need to be protected with a water-repellent table cover. ➤ On every bench there should be a bowl with soapy water, consisting of 1 litter of hot water and 2 tablespoons grated olive soap per two participants and a rag if the participants want to clean their hands or bench. 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ The facilitator explains and demonstrates the technique of wet felting a ball. Participants have to take a small wad of wool, spread it out and wrap it around. Then they need to take another small wad of wool and wrap it in other direction so that the fibres cross. Afterwards they need to wet the ball with soap and roll it gently between the palms. After some time participants need to roll harder so that ball begins to harden. The hands have to be soapy whole the time so that fibber becomes firmer. The layers in various colours need to be added and rolled until the ball is the size of a tennis ball. ➤ After participants are finished the ball should be washed in clear water and then in water which is mixed with vinegar so that the felt becomes pH neutral because of soap which the felt is full of. At the end the ball must be dried. 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ A facilitator suggests starting with a small wad of wool because if participants take to much wool at once then they will felt for longer time. ➤ A facilitator suggests to participants that they use as much as possible different colours because in the next session this ball will convert to a flower. 	
<p>▶ Debriefing/reflecting</p> <ul style="list-style-type: none"> ➤ Discussion with participants: ➤ How did you felt while you were making this craft? ➤ Was it difficult for you to make a ball? ➤ Why is this activity good for students? ➤ What other craft can you make by wet felting? 	

SESSION 2

Activity 5 Pre working massage



10 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ to relax and warm up ➤ to help one another ➤ to be ready for learning new crafts ➤ to be able to create a safe learning environment ➤ work on social skills <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ explaining ➤ pair work 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ skilled hands 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Participants are standing. They should have space for walking around the room. 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ Their task is to walk around the room and to massage one another. They have to walk all around the room. On the facilitators sign they have to stop walking and go towards the nearest participant. The participant who has a shorter hair starts first with a massage. The massage starts on shoulders and ends with fingers. Afterwards participants are changing their rolls. The participant with a longer hair starts to massage the one with a shorter hair. ➤ On the facilitators sign the participants start walking until he says stop. Then participants are 	

<p>meeting another participant who needs to be massaged. The activity is over until the participant didn't massage almost all participants.</p>	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➢ Support and motivate participants. ➢ Some participants/students will not be glad to be massaged. 	
<p>▶ Debriefing/reflecting</p> <ul style="list-style-type: none"> ➢ Discussion with participants: ➢ How did you feel? ➢ Are you relaxed now? ➢ Are you now ready for learning new crafts? ➢ Was it for you unpleasantly to be massaged by a person who you don't know very good? 	

Activity 6 Game with a felt ball



10 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ belief that cooperation has a central role for social cohesion and respect for the individual ➢ realize the importance of cooperation through group work concentration ➢ practice perseverance, patience and social skills ➢ achieve common rhythm <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ demonstrating and explaining ➢ game ➢ team work 	

<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ felt balls which participants have made on the 1. session ➤ 16 scissors 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Participants are standing in a circle 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ The facilitator invites participants to stand in the circle with their felt balls to play a game. Every participant is holding his ball with both hands. The task is that ball travels in right direction from one participant to another one until they come back to their owners. It should be done in 3 steps. First step is to hold a felt ball with both hands; left palm is below a ball and right palm is on the ball. Second step is to give a felt ball to a person standing right, in a way that a left palm is above the right palm the person standing on the left side and he takes a ball and a right palm below the left palm of the person standing on the right side. The third step is like the first, but now holding a felt ball of the person on left. First participants are practicing few times. While the felt balls are rhythmically traveling from one palm to another participants are concentrating themselves on a task and they are silent. ➤ Afterwards participants are taking their scissors and cutting their felt balls in a way that they make 2 cuts (only on one half of the ball) in a form of cross. In this way participants get a flower from a ball. If they had used lot of various colours while they have felted, their flower will be multi-coloured. 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ Participants need to be able to recognize their felt balls because they could be replaced while they practise. 	
<p>▶ Debriefing/reflecting</p> <ul style="list-style-type: none"> ➤ Discussion with participants: ➤ Was this game difficult for you? 	

<ul style="list-style-type: none"> ➤ Why is this game good for students? ➤ What it achieves? 	
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Activity 7 Cat's cradle – string game



70 minutes

Notes

<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ learn a string game ➤ realize the importance of cooperation through pair work ➤ be willing to appreciate challenge and expect to learn from it ➤ belief that cooperation has a central role for social cohesion and respect for the individual ➤ realize the importance of cooperation through pair work ➤ recognize the importance of developing own communication skills and teaching methods ➤ develop learners' self-esteem, self-worth and self confidence ➤ be able to learn from challenges <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ pair work ➤ explaining 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ the felted strings which were made on the session before ➤ envelop with a pictures which are cut in two pieces ➤ laptop ➤ projector ➤ video tutorial with a string game: http://www.youtube.com/watch?v=OeLI-Zr0ylw&feature=youtu.be ➤ 16 paper instructions 	

► **Practical arrangements:**

- For this activity participants need just chairs which are turned sideways so that everybody can see what is on the projector.

► **Instructions/procedure:**

- The facilitator is walking around the room with envelop. Every participant takes one piece of picture. After every participant took his piece, participants are walking around the room searching for his partner for a string game. After they found each other they start to practice a string game.
- Participants are watching video tutorial with a string game. Afterwards participants agree on who is person A and who is person B. While they are practicing one figure, the video tutorial with that figure is running on the projector.
- The instructions (retrieved from <http://www.alyson.org/figures/catcradle.htm>):
- **The Cradle**
- **Person A:** Pick up the string noose on your forefingers, middle, ring, and little fingers so the string goes between thumbs and forefingers and around the back of your hands. Turn palms towards you and grab the near hand string with your forefingers, middle, ring, and little fingers. Turn palms away from you and pick up the near string onto your forefingers, middle, ring, and little fingers. There are now two strings across the back of your hands and one across the palms. Right middle finger now picks up the left palm string, then left middle finger goes between right middle finger noose and picks up the right palm string similar to Opening A. This is **The Cradle**. You can make it look more like the cat's cradle by temporarily inverting your hands with fingers pointing down.
- **Soldier's Bed**
- **Person B:** With thumbs and forefingers, move from above and grab the two crossed strings, pulling them out away from the centre of the figure. Move thumbs and forefingers under the near and far straight strings on Person A's hands and pick them up. Extend thumb and forefingers up, removing the strings from Person A's hands to make the **Soldier's Bed**.
- **Candles**
- **Person A:** With thumbs and forefingers, move down from above into the narrow thumb and little

finger nooses and grab the crossed strings, pulling them out away from the centre of the figure. With thumbs and forefingers, move under and pick up the near and far straight strings to make the **Candle s**.

➤ **The Manger**

➤ **Person B:** With the little finger on Person A's forefinger side, reach over the forefinger strings and grab Person A's far thumb string, then pull it out over the forefinger strings. With the other little finger grab and pull out the near forefinger string. Move thumbs and forefingers under the near and far straight strings on Person A's hands and pick them up to make **The Manger**, an inverted **Cradle**.

➤ **Diamonds**

➤ **Person A:** With thumbs and forefingers, move from below and grab the two crossed strings, pulling them out away from the centre of the figure. Move thumbs and forefingers over the near and far straight strings on Person B's hands and pick them up, removing the strings from Person B's hands to make **Diamonds**, an upside down **Soldier's Bed**.

➤ **Cat's Eye**

➤ **Person B:** Do the same steps as you did to make **Candles** to make **Cat's Eye**. You, Person A, can go back to **The Manger** by pulling out the diagonal strings where they cross through the centre of the paired near thumb and far forefinger strings, then transfer them to your little fingers and pull them out away from the centre of the figure. Next go down and through your little finger nooses and pick up the centre straight strings on thumbs and forefingers, removing the strings from Person B's hands.

➤ **Fish in a Dish**

➤ **Person A:** With thumbs and forefingers, move down from above and grab the crossed strings and then pick up the diagonal strings. Remove the strings from Person B's hands, and extend thumbs and forefingers apart to make a **Fish in a Dish**. From here you can do the Clock, which ends the game of Cat's Cradle, or you can go back to an inverted **Soldier's Bed** that leads to **Candles** and so on. To go back, Person B grabs the crossed strings from above, then separates the two centre strings by forcing their thumbs and forefingers to go down between them, then spreading thumbs and forefingers, and removing the strings from Person A's hands. If Person B comes up from below and through the two center strings, instead of down, the **Cat's Eye** is formed. To go back to **The**

<p>Manger, Person B separates the paired center strings and transfers them to their little fingers that then pull them out. Thumbs and forefingers then move down through Person B's little finger nooses and grab the crossed strings from above, thumbs and forefingers then rotate up into the centre of the figure removing the strings from Person A's hands.</p> <ul style="list-style-type: none"> ➤ Clock ➤ Person B: Grab the crossed strings and pull them out to separate the two centre straight strings so they do not cross. With your little fingers grab the separated centre straight strings. Pull them out over the crossed strings away from the centre of the figure. While still holding the string in your little fingers, grab from above the crossed strings, then pick up the diagonal strings with your thumbs and forefingers by rotating them up through the centre of the figure. Extend thumb and forefingers up, removing the strings from Person A's hands to make the Clock. Held vertically this figure represents a tall grandfather type clock (slightly). Do this figure only if you want to end the game. ➤ After they practiced the string game, they are replacing the roles, so that person A is now person B and opposite. ➤ Then every pair presents the practiced string game in front of everybody else. 	
<ul style="list-style-type: none"> ▶ Tips to trainers/anticipated difficulties: <ul style="list-style-type: none"> ➤ The facilitator need to circle around the room to see if someone needs help. ➤ Participants have also papers with detail instructions for those who can't comprehend the finger moves out of video tutorial. 	
<ul style="list-style-type: none"> ▶ Debriefing/reflecting <ul style="list-style-type: none"> ➤ Discussion with participants: ➤ Was this string game familiar to someone? ➤ Was it difficult to learn? ➤ Do you think this game is useful? Why? ➤ Which element was the most difficult for you? 	

Activity 8 Friendship bracelet



40 minutes

Notes

► **General aim:**

- learn how to make a bracelet
- recognize the importance of practical work
- feel the beauty of handwork and nurture the feeling for beauty
- realize the deep pedagogic purpose of practical work and a great influence on the development of those who participate in it
- encourage participants' creative forces and imagination through creating new ideas and designs
- learn how to work practically
- produce aesthetically beautiful and useful crafts – friendship bracelet
- be able to give away your craft to someone else
- learn a string game
- realize the importance of cooperation through pair work
- be willing to appreciate challenge and expect to learn from it
- belief that cooperation has a central role for social cohesion and respect for the individual
- realize the importance of cooperation through pair work
- recognize the importance of developing own communication skills and teaching methods
- develop learners' self-esteem, self-worth and self confidence
- be able to learn from challenges

► **Specific aims:**

-

► **Methods /techniques used:**

- demonstrating and explaining
- practical work

<p>► Resources:</p> <ul style="list-style-type: none"> ➤ wool treads in various colours length 50 cm ➤ 16 scissors ➤ cardboard dimension 9 x 9 cm ➤ 16 ruler ➤ 16 paper instructions (Annexe 3) ➤ 16 little papers ➤ envelop ➤ video tutorial http://www.youtube.com/watch?v=fUoXo9KygI4&feature=g-upl 	
<p>► Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Participants are sitting at the benches which are arranged in a semicircle. In a middle of a semicircle there are two benches with material needed for this activity. 	
<p>► Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ The participants are watching a short video tutorial. The facilitator gives to every participant his cardboard dimension 9 x 9 cm and a paper with the photographs as instructions (Annexe 3). The participants' task is to draw lines through the middle of this squared cardboard and the diagonals too. Now is on the cardboard drawn 4 lines and the cardboard is divided into eight. Afterwards participants mark the middle, measure 2 cm from the middle of the cardboard up on each of these 8 lines. Then participants are cutting the 4 edges of cardboard so now they really get octagon (Annexe 2, 2. picture, the lines which need to be cut are marked with red colour). After that they cut from the beginning of line until the marked 2 cm (Annexe 2, 3. picture, the lines which need to be cut are also marked red). With help of scissors participants make a hole in a middle of octagon. ➤ Participants have to choose 7 wool threads in various colors. Through a hole participants pull the threads. On the one side of octagon shaped cardboard is made a knot on the distance of 10 cm from the beginning of a tread (Annexe 2, 4. picture). There are 7 treads and 8 slashes on the middle of every side of octagon. Now participants need to hold cardboard in a way that the knot is on the back side of cardboard and the participants do not see it while they are working. Every thread must be put in his own slash (Annexe 2, 5. picture). Participants can choose themselves which 	

<p>thread goes to which slash.</p> <ul style="list-style-type: none"> ➤ The slash which is without the thread must be in front of participants (at 12 o'clock; Annexe 2, 5. picture). The thread from the 3. Slash left (at 8 o'clock) must be putt in a slash without a thread (at 12 o'clock; Appendix 2, 6. Appendix 7. Picture). Afterwards the empty slash must be again putt in front of participants (at 12 o'clock; Annexe 2, 8. picture) so that the cardboard must be turned in the right direction. This step must be repeated for a very long time until the length of the bracelet is not reached. By shifting the threads little by little the craft will be made behind the cardboard. Participants can every now and then pull the bracelet down but not to strong so that threads don't stretch. When the bracelet is finished participants need to pull the rest of thread (approximately 8 cm) out of cardboard and make a knot. ➤ After participants write their names on the piece of paper and put them in an envelope. The facilitator is walking through the room with envelop. Every participant must pull out of envelop one paper with a name of some other participant to whom he needs to give his craft. Now each participant has the bracelet made by another participant. ➤ 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ The participant should pay attention that the threads do not noose; after every fifth thread throw they can cross with the fingers through the threads. 	
<p>▶ Debriefing/reflecting</p> <ul style="list-style-type: none"> ➤ Discussion with participants: ➤ How did you felt doing those bracelets? ➤ Was it difficult? ➤ Were you happy when you had to give your bracelet to some other participant? ➤ How would students feel when they would need to give their craft? 	

Activity 9 Finger knitting



60 minutes

Notes

<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ learn how to finger knit ➢ produce aesthetically beautiful and useful crafts – a scarf ➢ gain confidence in own abilities and therefore feel satisfied ➢ be willing to appreciate challenge and expect to learn from it ➢ be able to learn from challenges <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ demonstrating and explaining ➢ individual work ➢ practical work ➢ conversation 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ 16 wool yarns ➢ video tutorial about finger knitting http://www.youtube.com/watch?v=Oqt7REN4Kx8&feature=youtu.be ➢ The story about the old shepherd and his disobedient sheep – paper instructions for students (appendix 3) 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ The participants are sitting at the benches which are arranged in a semicircle. In a middle of a semicircle there are two benches with material needed for this activity. 	
<p>▶ Instructions/procedure:</p>	

- The facilitator announces an introduction of finger knitting – art of knitting without needles which is relaxing and easy to do. First participants are watching a short video tutorial about finger knitting. After that the facilitator itself is demonstrating this technique of finger knitting.
- The finger knitting begins with left palm facing front. The tail of yarn should be placed between left thumb and forefinger. Participants begin casting on by wrapping the working yarn over the forefinger, behind the middle finger, over the ring finger, wrapping around the little finger, continue back the other direction until they reach the forefinger once again. Afterwards they go around the forefinger a second time and wrap all fingers in the same manner slightly above the wraps from the first pass until they come to the forefinger and leave the thread between forefinger and middle finger.
- Beginning at the little finger, the wrapped yarn must be lifted on the bottom up (the „bottom“ is where the palm is nearest) and over the top of the finger, keeping the top wrap on the finger as the lower wrap is passed over and off. This process must be continued along the hand until the forefinger is reached. Participants now don't lift the stitch on the forefinger but they put the tail of the yarn between forefinger and middle finger so that the craft can't be ruined. From now on the forefinger has one wrap more than the other fingers. The next row begins by wrapping a thread behind the middle finger around all other fingers as in step one. Now each lower loop is passed over the upper loop and lifted off the finger. This two-step process continues until the work is the desired length (1,5 m).
- In the last row each finger should have only one loop on it. The loop on the little finger should be lifted and placed onto the ring finger. On the ring finger, the bottom loop should be lifted up and over the top loop and off the finger. The remaining loop from the ring finger goes onto the middle finger. The lifting off/moving over step should be repeated until one loop remains on the forefinger. The last step is cutting a tail, passing it through the remaining loop and pulling it tight.

► **Tips to trainers/anticipated difficulties:**

- Participants can also work with two or three lighter weight yarns together at the same time.
- It is better for student to work with a bulky weight yarn because with that kind of yarn they will knit longer scarf in a shorter time.
- If a person is left handed she must begin with the right hand facing her.
- It is better that the wraps are looser, but not too much.
- If the working loops need to be put down, it should be string onto a pencil; when the person is ready to start again the working loops should be placed again on the fingers with the double loop

<p>on the forefinger.</p> <ul style="list-style-type: none"> ➤ When the students will learn how to finger knit, they can work in pairs; one student is knitting on the palm of other student. After they done making the first scarf, they knit for the other one. ➤ The participants will explain this technique to the student with help of The story about the old shepherd and his disobedient sheep. The participant should pay attention that the threads do not noose; after every fifth thread throw they can cross with the fingers through the threads. 	
<p>▶ Debriefing/reflecting</p> <ul style="list-style-type: none"> ➤ Discussion with participants: ➤ How did you feel while you were making this knitting with fingers? ➤ How did you felt when you finished your work? What is this activity good for? 	

Debriefing/ Evaluation and assessment



20 minutes

	Notes
<p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ The facilitator gets feedback and evaluation about the activities 	
<p>▶ Methods /techniques used:</p>	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ Appendix 4 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Participants can stay seated in their groups, but the work should be done individually 	
<p>▶ Instructions/procedure:</p>	

<ul style="list-style-type: none"> ➤ The participants have task to evaluate the sessions. ➤ The facilitator asks for a feedback with help of 4 questions: <ul style="list-style-type: none"> ➤ “What are the 3 most important things you learned?” ➤ “In what way will this change your way of thinking?” ➤ “In what way will this change your way of doing?” ➤ “In what way will this change your way of feeling?” ➤ Participants are writing down their answers on a post it and putting them on the picture of 4 yarns on a picture of basket which hangs on a wall. ➤ Afterwards the facilitator gives to participants a short questionnaire. (Appendix 4) 	
<ul style="list-style-type: none"> ▶ Tips to trainers/anticipated difficulties: <ul style="list-style-type: none"> ➤ Trainer should lead the evaluation discussion on two levels – what did the participants gain from these activities for themselves, how did they like the methods, what did they learn..., and also - how do they see these activities to be useful when working with pupils, could (would) they use them in class, should they moderate them in some way,... 	
<ul style="list-style-type: none"> ▶ Debriefing/reflecting: <ul style="list-style-type: none"> ➤ 	

References

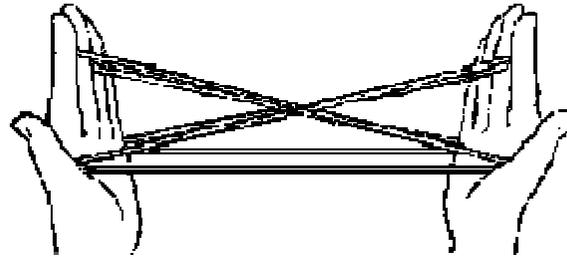
- References:
- Dhom, C. (2010). *Fadenspiele. Mit Freude Hände und Gehirn trainieren*. Stuttgart: Freies Geistesleben.
- Hauck, H. (1993). *Kunst und Handarbeit. Anregungen von Rudolf Steiner für Pädagogen und Künstler*. Stuttgart: Verlag Freies Geistesleben.

- Internet sources:
- <http://www.alysion.org/figures/catcradle.htm> (retrieved December, 15, 2011)

Appendix 1:

Cat's cradle (retrieved from <http://www.alysion.org/figures/catcradle.htm>)

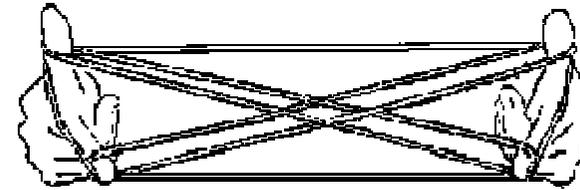
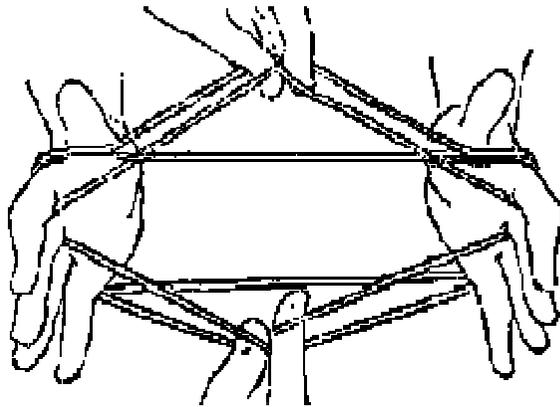
The Cradle



Person A: Pick up the string noose on your forefingers, middle, ring, and little fingers so the string goes between thumbs and forefingers and around the back of your hands. Turn palms towards you and grab the near hand string with your forefingers, middle, ring, and little fingers. Turn palms away from you and pick up the near string onto your forefingers, middle, ring, and little fingers. There are now two strings across the back of your hands and one across the palms. Right middle finger now picks up the left palm string, then left middle finger goes between right middle finger noose and picks up the right palm string similar to Opening A. This is **The Cradle**. You can make it look more like the cat's cradle by temporarily inverting your hands with fingers pointing down.

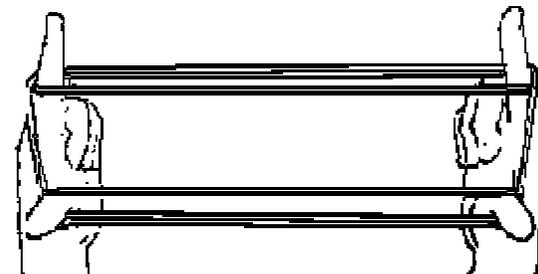
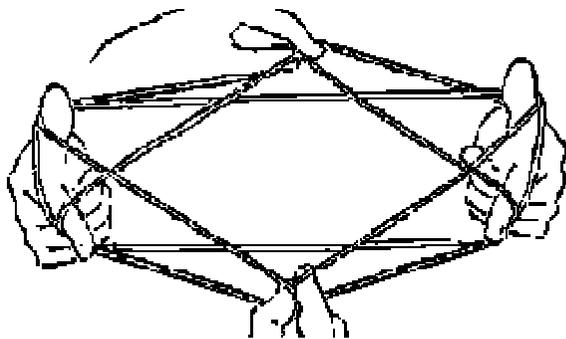
Soldier's Bed

Person B: With thumbs and forefingers, move from above and grab the two crossed strings, pulling them out away from the centre of the figure. Move thumbs and forefingers under the near and far straight strings on Person A's hands and pick them up. Extend thumb and forefingers up, removing the strings from Person A's hands to make the **Soldier's Bed**.



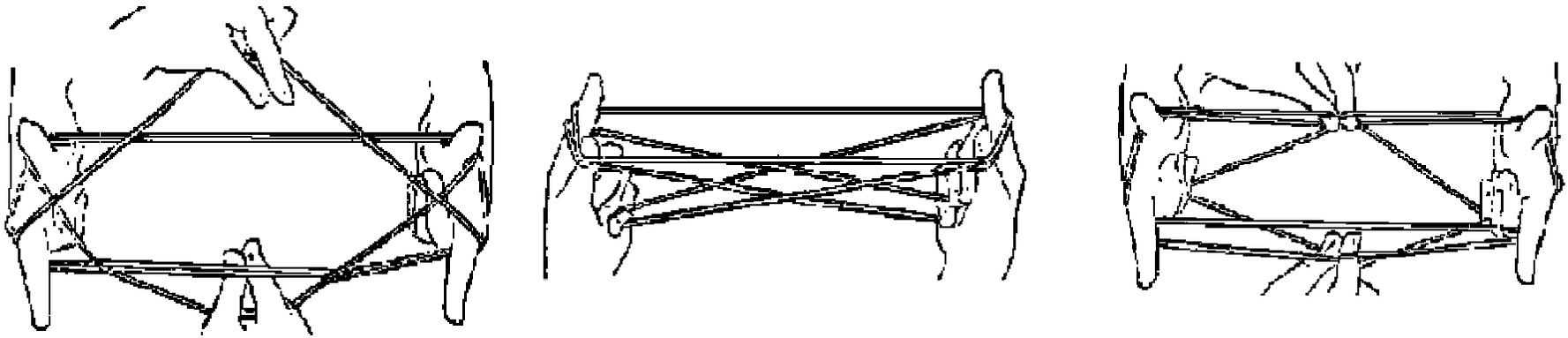
Candles

Person A: With thumbs and forefingers, move down from above into the narrow thumb and little finger nooses and grab the crossed strings, pulling them out away from the centre of the figure. With thumbs and forefingers, move under and pick up the near and far straight strings to make the **Candle s**.



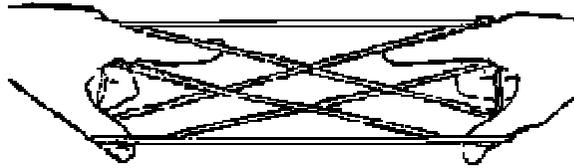
The Manger

Person B: With the little finger on Person A's forefinger side, reach over the forefinger strings and grab Person A's far thumb string, then pull it out over the forefinger strings. With the other little finger grab and pull out the near forefinger string. Move thumbs and forefingers under the near and far straight strings on Person A's hands and pick them up to make **The Manger**, an inverted **Cradle**



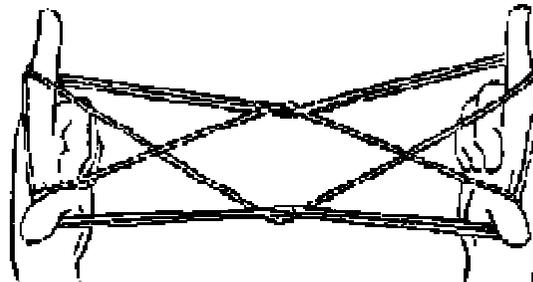
Diamonds

Person A: With thumbs and forefingers, move from below and grab the two crossed strings, pulling them out away from the centre of the figure. Move thumbs and forefingers over the near and far straight strings on Person B's hands and pick them up, removing the strings from Person B's hands to make **Diamonds**, an upside down **Soldier's Bed**.



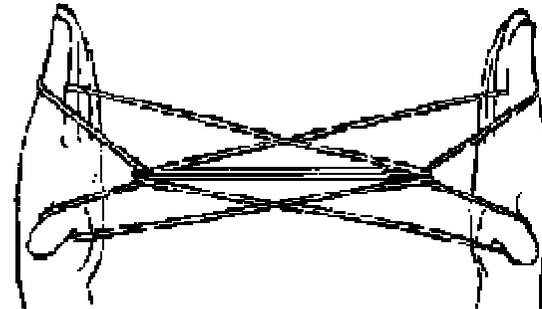
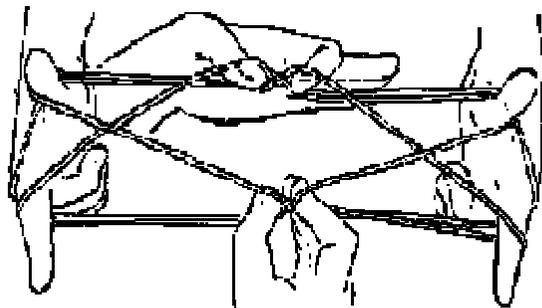
Cat's Eye

Person B: Do the same steps as you did to make **Candles** to make **Cat's Eye**. You, Person A, can go back to **The Manger** by pulling out the diagonal strings where they cross through the centre of the paired near thumb and far forefinger strings, then transfer them to your little fingers and pull them out away from the centre of the figure. Next go down and through your little finger nooses and pick up the centre straight strings on thumbs and forefingers, removing the strings from Person B's hands.



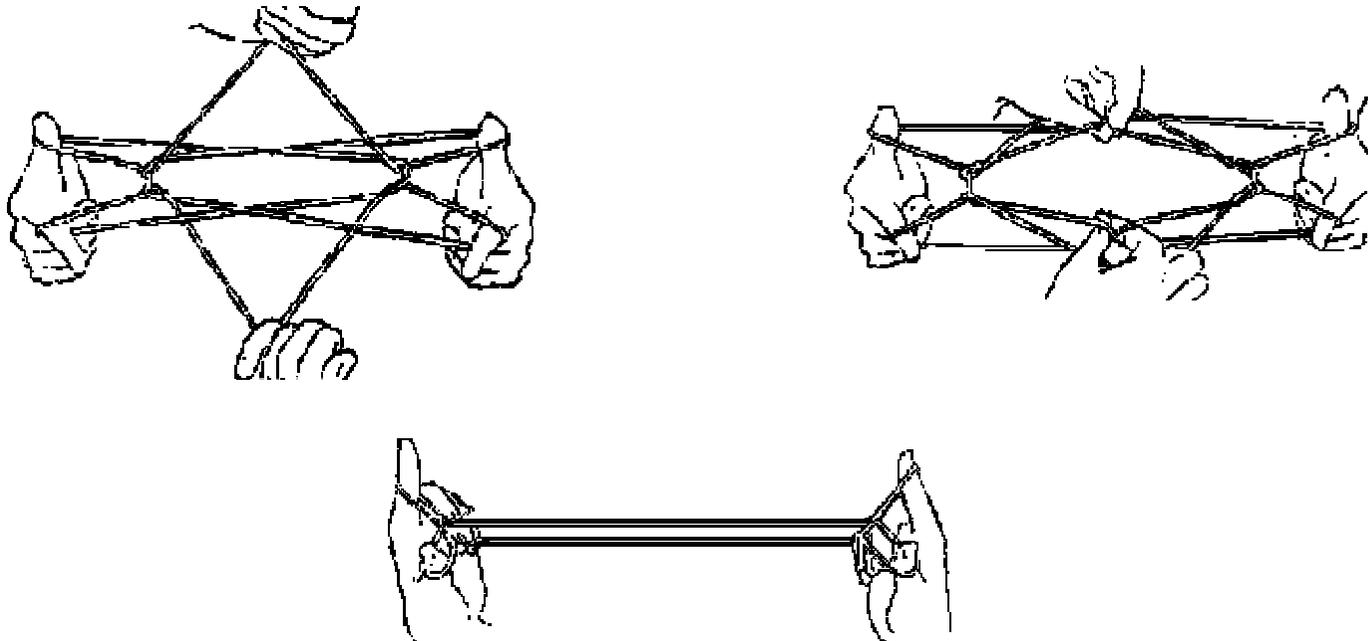
Fish in a Dish

Person A: With thumbs and forefingers, move down from above and grab the crossed strings and then pick up the diagonal strings. Remove the strings from Person B's hands, and extend thumbs and forefingers apart to make a **Fish in a Dish**. From here you can do the Clock, which ends the game of Cat's Cradle, or you can go back to an inverted **Soldier's Bed** that leads to **Candles** and so on. To go back, Person B grabs the crossed strings from above, then separates the two centre strings by forcing their thumbs and forefingers to go down between them, then spreading thumbs and forefingers, and removing the strings from Person A's hands. If Person B comes up from below and through the two centre strings, instead of down, the **Cat's Eye** is formed. To go back to **The Manger**, Person B separates the paired centre strings and transfers them to their little fingers that then pull them out. Thumbs and forefingers then move down through Person B's little finger nooses and grab the crossed strings from above, thumbs and forefingers then rotate up into the centre of the figure removing the strings from Person A's hands.

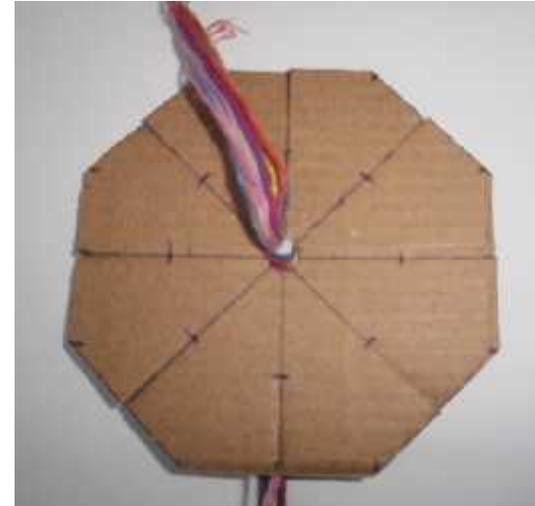
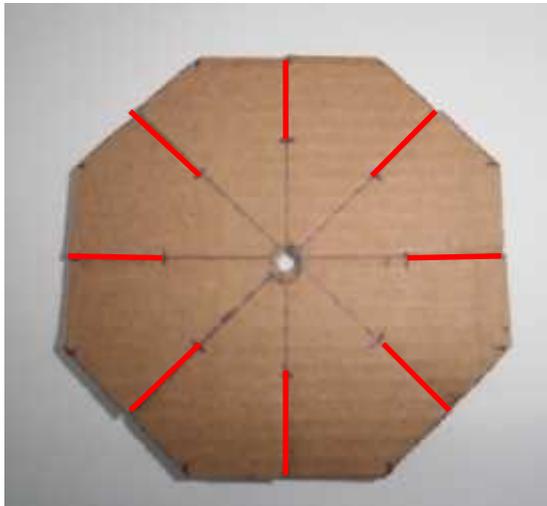
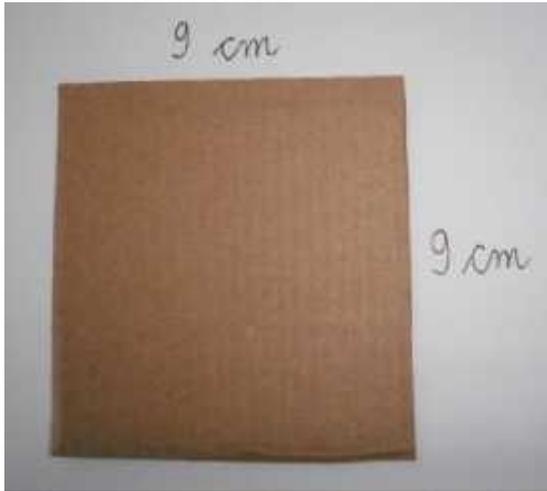


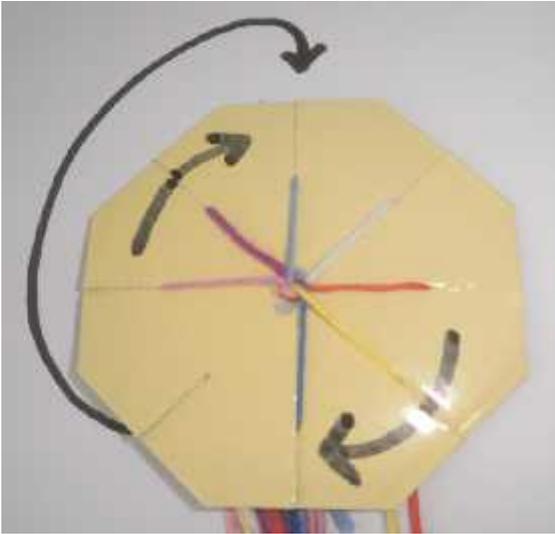
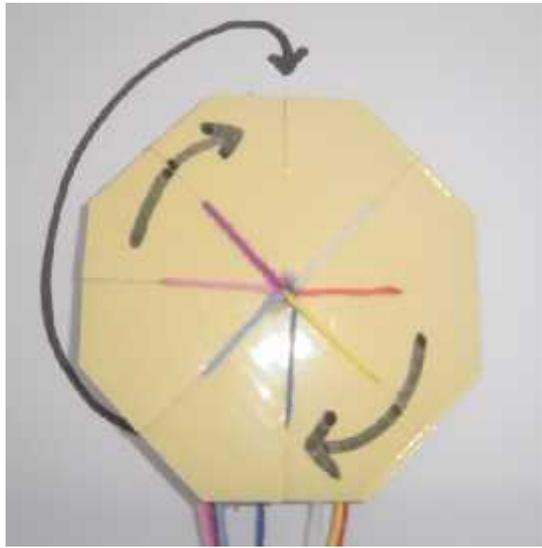
Clock

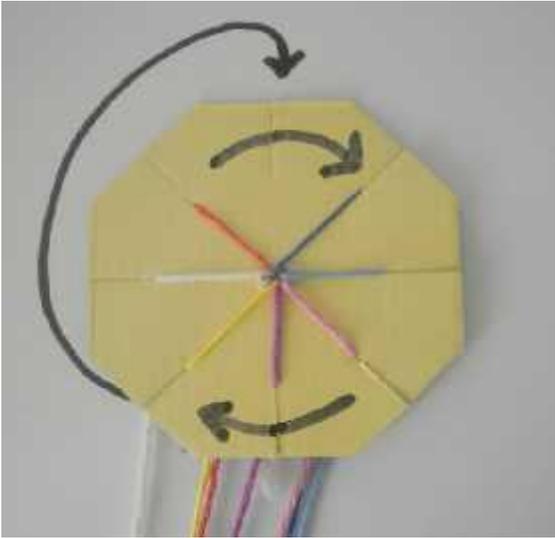
Person B: Grab the crossed strings and pull them out to separate the two centre straight strings so they do not cross. With your little fingers grab the separated centre straight strings. Pull them out over the crossed strings away from the centre of the figure. While still holding the string in your little fingers, grab from above the crossed strings, then pick up the diagonal strings with your thumbs and forefingers by rotating them up through the centre of the figure. Extend thumb and forefingers up, removing the strings from Person A's hands to make the **Clock**. Held vertically this figure represents a tall grandfather type clock (slightly). Do this figure only if you want to end the game.



Appendix 2:
Friendship bracelet







Appendix 3:

The story about the old shepherd and his disobedient sheep

Once upon a time there was an old shepherd (show left thumb) who had sheep. As the sheep got older they became disobedient and would often run around. Since the shepherd was old he could no longer run after them so he decided to make a fence for his sheep. He hammed four pillars and started making a fence (open the palm of the left hand and hit with the palm of the right hand on the top of the other four fingers like slamming with hammer) so that they cannot escape anymore. The old shepherd had a dog which helped him with the sheep. He was his loyal friend (the palm is all the time facing front; take a thread which is the beginning of the wool yarn and representing a dog and put it between the left thumb and forefinger; the thread is not hanging on the same side as the palm nor on the opposite side – on the upper side of the hand).

And so one day the old shepherd began making the fence for his disobedient sheep. He built and built, hammed pillars until he put two rows of planks (now the thread begins to wrap behind the middle finger, in front of the ring finger, around the little finger and back behind the ring finger, in front of the middle finger and around the forefinger and again to the little finger and back until there are two loops wrapped on the middle finger, ring finger, little finger and on the forefinger three; the thread is hanging between the forefinger and middle finger parallel to the thread which represents the dog).

The smallest sheep is always the bravest so she jumped first and after her the other two sheep jumped too. And just when the forth sheep wanted to jump the shepherds loyal dog saw it and ran after the other three sheep. After that he didn't return at all (now it starts with lifting the loops, it begins with the little finger, the loop which is closer to the palm must be lifted over the top of the finger keeping the top wrap on the finger as the lower wrap is passed over and off; the bottom loop from ring finger and middle finger must also be thrown. Thread which represented the shepherd's dog must be putt between the forefinger and middle finger). An old shepherd was again forced to make a fence (the process of wrapping is repeated, it starts behind the middle finger until there are two loops on the middle finger, ring finger and little finger and three on the forefinger).

The sheep which have returned to their home have again jumped over the fence because it was still too small for them and since the dog left the forth sheep could also jump over the fence (now all the loops must be thrown over the top of the fingers. The process of wrapping and throwing the loops must be repeated until the scarf is the desired length. If the work need to be put down, it should be stringed on to a pencil; when the person is ready to start again the working loops should be placed again on the fingers with the double loop on the forefinger).

The old shepherd saw that it does not make sense to build a fence so he decided to remove the planks (in the last row each finger should have only one loop on it. The loop on the little finger should be lifted and placed onto the ring finger. On the ring finger, the bottom loop should be lifted up and over the top loop and off the finger. The remaining loop from the ring finger goes onto the middle finger. The lifting off/moving over step should be repeated until one loop remains on the forefinger. The last step is cutting a tail, passing it through the remaining loop and pulling it tight.).

Appendix 4:

Questionnaire

Please circle the number that represent how you feel about the activities in which you participated.

- 1 – strongly disagree
- 2 – disagree
- 3 – neither agree nor disagree
- 4 – agree
- 5 – strongly agree

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1. These activities were very useful for me.	1	2	3	4	5
2. I am able to transfer successfully the process of making crafts which I learned to do.	1	2	3	4	5
3. I had enough time to feel comfortable doing the activities.	1	2	3	4	5
4. I was satisfied after I manage to make a craft.	1	2	3	4	5
5. Now I recognize the importance of practical work on the students holistic development.	1	2	3	4	5
6. I am willing to continue exploring the possibilities which handwork gives.	1	2	3	4	5
7. Handwork contributes to the development of social skills.	1	2	3	4	5