

Children's Committee

at a Daycare Centre



DE Version
auf zpb.lu

Version FR
sur zpb.lu

Foreword

Opportunities for participating and being involved in decision-making processes are important components of non-formal education: children can actively experience democracy in a safe space, learn about democratic processes, and develop and strengthen their democratic skills.

Non-formal and political education pursue the same goals: seeing children as citizens and supporting them in the process of recognising their interests and standing up for them in the sense of the common good. The aim is to promote commitment and the necessary skills, such as a sense of responsibility, the ability to engage in dialogue and conflict, and the ability to adopt perspectives. In the eyes of the Zentrum fir politesch Bildung (ZpB) foundation, children's committees are a suitable format for involving children in planning, decision-making and conflict-solving processes.

For several years, the ZpB has been organising regular training courses on how to set up and run a children's committee. Thanks to these trainings and numerous discussions and observations, the following practical material has been developed. Its purpose consists in helping professionals of a daycare centre (*Maison Relais* in Luxembourg) to set up and successfully implement such a committee.

The Zentrum fir politesch Bildung wishes all adults and children success and fun along the way.

Imprint

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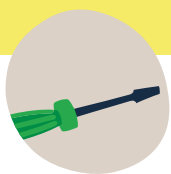
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<i>The ZpB would like to thank Kannergemengerot Bartréng for providing the templates for these materials.</i>	



What is a children's committee and what is its purpose?

A children's committee can be defined as any meeting in which children, representing all the children of the daycare centre, come together to discuss problems and conflicts, to develop ideas, or to plan and implement projects. Since the community, composition and staff of a daycare centre are rarely the same as those of another daycare centre, there may be many different forms of children's committees.

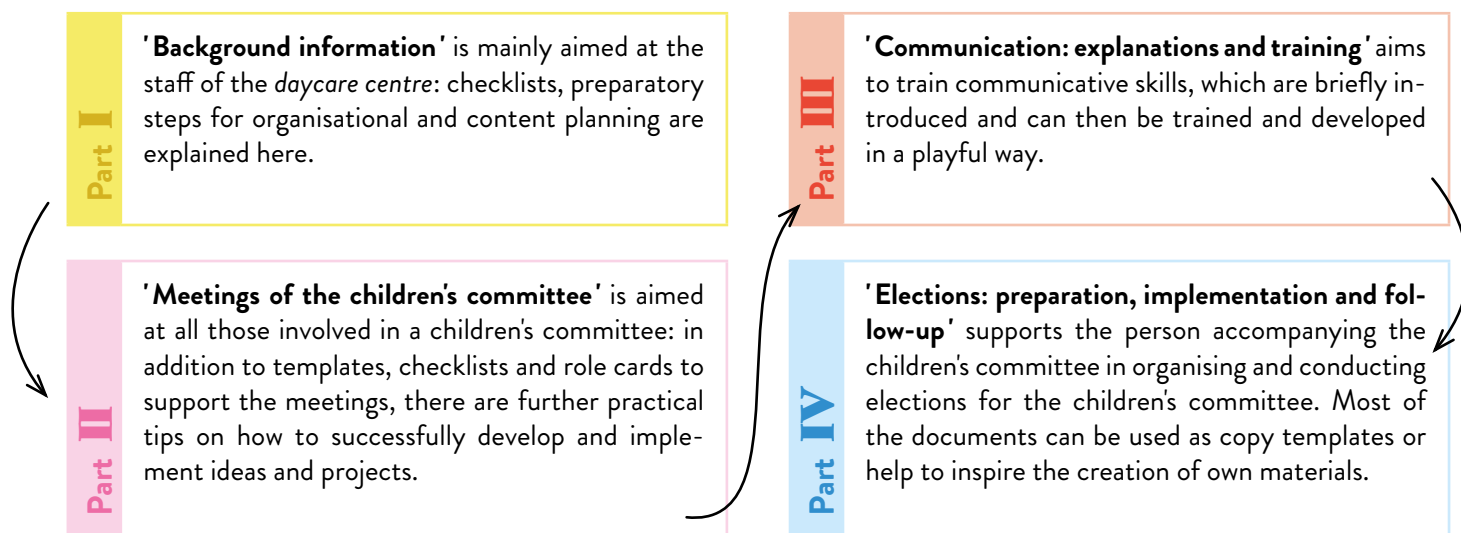
The children's committee becomes a vibrant democratic instrument in a daycare centre: children learn to bring in their interests, to stand up for their concerns, to differentiate between their own needs and those of the group and to shape their living space with all the children involved. As members of a children's committee, they learn to discuss, debate, vote, develop projects and take responsibility, thus strengthening their democratic skills. The children's committee is therefore a practical approach that enables children to actively participate in social processes as children and later as adults. In addition, such a committee allows children to perceive rights and duties and to better identify with the childcare structure. By taking the children's perspective more into account, problems are more effectively identified and a place for everyone is created.

By introducing a children's committee, an institution can live up to its claim to foster participation and self-determination, as is explained, among other things, in the domain 'value orientation, democracy and participation' of the educational framework plan on non-formal education¹.

Who is the material aimed at and how can it be used?

The materials presented here are intended for both beginners and those who are more experienced with children's committees. They are divided into four different categories and are aimed both at the staff and the children at daycare centres. Certain materials can also be adapted to better meet the different needs.

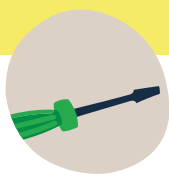
How is the material structured?



We wish you a pleasant and successful experience in accompanying and supporting your children's committee



¹ Ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse & Service National de la Jeunesse Luxembourg. Nationaler Rahmenplan zur non-formalen Bildung im Kindes- und Jugendalter, 2021, bei: https://www.enfancejeunesse.lu/wp-content/uploads/2021/09/Rahmenplan_DE_14092021_WEB.pdf



Conditions for success

Practical experience shows that the success of a children's committee is positively influenced by various factors. The following list shows the most important aspects:

The preparation

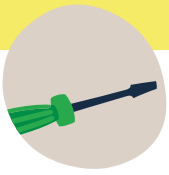
- Set a framework :
 - On which topics does the children's committee have a voice?
 - Clarify the date, place and duration of the meeting and communicate it to all participants
 - Determine the mandatory size of the children's committee
 - Determine who will accompany the children's committee
- Involve as many members of the team as possible in the planning process so that the project is supported by the entire staff of the institution
- Explain the purpose, objectives and working methods to all actors in the house
- Ensure the exchange of information between children of the daycare centre and the children's committee
- Focus on project development (conflict resolution should not be the focus of the meetings)
- Dedicate a permanent place to the children's committee in the daily life of the daycare centre
- Ensure the visibility of the children's committee

The meetings

- Limit the duration of meetings
- Hold meetings regularly
- Transparently define responsibilities, tasks or roles
- Divide topics and projects into small steps
- Implement resolutions in a binding manner
- Make mandates binding
- Collect results or protocols of the meetings in a folder
- Give priority to smaller and more manageable projects; plan intermediate steps for larger projects
- Praise the children for their time and commitment

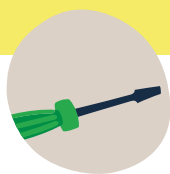
The follow-up of the sessions

- Regularly inform the team about the work of the children's committee
- Prepare the content of the meetings
- Regularly evaluate the work of the children's committee - internally and externally
- Archive the results of the children's committee
- Make the results visible to all



The accompanying adult

- ☐ Approach the children's committee with a questioning attitude
- ☐ Be open and patient
- ☐ Find a balance between one's own expectations and the children's visions
- ☐ Support the children's committee during the individual steps and do not patronise them
- ☐ Provide a framework for the children's committee
- ☐ Do not consider mistakes as failure, but as an opportunity for reflection and further development
- ☐ Motivate the children's committee to continue working towards its goals in case of failure
- ☐ Become aware of where one's own competences lie and where support is needed
- ☐ Find out in which ways the children would like to participate
- ☐ Find and reveal interfaces between the interests of the children and the daycare centre
- ☐ Assist in the distribution of roles and tasks
- ☐ Create a relationship of trust and a good atmosphere for cooperation
- ☐ Offer emotional support
- ☐ Treat the children with recognition, respect and appreciation
- ☐ Encourage the children: visualise small accomplishments, define milestones, recognise commitment, etc.
- ☐ Show a sense of humour
- ☐ Support the children to be self-organised
- ☐ Present individual project steps transparently
- ☐ Strengthen the team spirit
- ☐ Clarify and resolve misunderstandings and conflicts



Basic forms of a children's committee

There are different forms and modes of operation that a committee can adopt. Each form has its advantages and disadvantages. Different forms can be combined with each other and all forms are adaptable. In principle, the basic form of the children's committee should suit your institution and the existing conditions. Here is a selection of possible children's committee forms:

'Classic children's committee'

A certain number of children are elected to the children's committee through a general election process. This council meets regularly and is in place for a fixed period of time.



The entire daycare centre is represented. It is perfectly possible to discuss everyday situations. The exchange within the daycare centre works relatively easily.



The committee becomes sluggish due to the discussion of many different topics, as this takes up a lot of time. Younger children have difficulties in asserting themselves. As the different age groups have different needs, it is difficult to find consensus on different topics.

'Commissions'

The children's committee is structured according to topics/projects. Interested people can be elected to the corresponding commissions and are then only responsible for development/discussion and voting until the end of the project. When the project is finished, the commission is dissolved. If commissions are formed according to topics, the specific commissions only come together if an idea or a decision is to be worked on in their topic area. These commissions can be reconstituted after a certain time or they dissolve after each decision and are reconstituted for the next idea or decision.



Only the children who are interested in the project participate. This guarantees motivation and makes it possible to work in a targeted way. Because of the limited time frame, motivation remains high.



There is no space for discussing everyday situations or ideas.

'Cycle committees'

The Cycle committees are based on the children's age. For example: each Cycle has a committee that meets regularly and exists for a fixed period of time.



Projects and ideas in the appropriate age groups can be developed more precisely. The concerns of all age groups are recognised, understood and taken seriously. Each council can be organised and held according to necessary needs.



The different levels remain among themselves, the 'little ones' do not learn from the 'big ones'. The exchange within the daycare centre is more difficult than in a classic children's committee.

'Flexible children's committee'

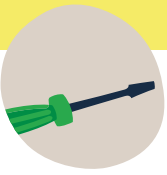
Only the delegates who are affected by the idea or project are asked to develop/discuss and vote. Unlike the commissions, however, the council is elected for a fixed term.



Only those affected decide, so it can be ruled out that certain groups influence every decision. In this way, younger children can also have guaranteed influence in the council without older children dominating.



Not everyone can have a say in every vote.



Setting up a children's committee

In order to successfully plan and implement a children's committee, it makes sense to discuss various questions in advance and to establish a common line in the team. The following preparatory questions can help.

Areas of participation

- In which areas or on which topics is the children's committee (not) allowed to have a say?
 - It is useful to go through the daily or weekly routine of the daycare centre step by step, to ensure that no area or topic is forgotten that could offer opportunities for participation.
 - What arguments are used to explain the areas of participation to the children?

If topic-based commissions are established

- Which commissions are useful?
- How are the commissions constituted?
- How are the commissions supervised?
- How long should a commission exist?

Elections

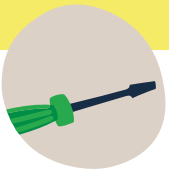
- Who elects whom?
- How are the elections held?
- How are the results published?
- What about those who were not elected?
- What will a succession procedure look like?
- How long do the children keep their function/ position in the children's committee?

Accompaniment

- Who is the accompanying person/team?
- What are the tasks of the accompanying adult?
- What rights and privileges does the accompanying adult have and why?
- What does the supervision of younger and/or challenging children entail?

Organisation of the meetings

- When do the meetings take place?
- Where do the meetings take place?
- How often do the meetings take place?
- Who can suggest topics?
- How can topics be submitted?
- Where can topics be submitted?
- What happens to submitted topics that do not fit into the class council?
- Who sets the order of the meeting *ordre du jour*?
- Who leads the meeting?
- Are roles assigned? Which ones?
- How often are the roles switched?
- Who writes the protocol? What form do the protocols take? How is it published or distributed?
- Where is everything stored?



Making co-decision-making transparent

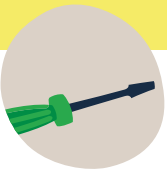
If a children's committee is allowed to decide on certain topics, the team should be clear in advance which topics will be opened up for co-decision-making by the children's committee. This could be the design of the rooms, the design of a new playground or the activities of the daycare, for example. In the team meetings, it is advisable to break down the individual topics of the daily life of the daycare centre and to decide for each point whether the committee has the right of co-decision-making or not.

The crosses in the sections show which group can decide on the various points.

Here is an example of such a table:

Topic: **Playing outside**

Who decides?	Staff	Staff and children	Children	Comments
When to play outside			✗	As long as there are no health objections
What clothes must be worn		✗		
Where to play outside			✗	
What is used for playing		✗		
Who does the overseeing	✗			
Who sets the rules	✗			



Planning projects transparently

If the children's committee wants to plan, carry out and successfully complete a project, it makes sense to divide the project into individual small steps. In this way, the committee can divide up more complex tasks, and there is a comprehensible thread that helps to maintain motivation. It is also important in this process to always keep the goal of the project in mind.

A spreadsheet is useful for clear and transparent planning: it clearly shows the individual steps and the assigned responsibilities. With the help of this spreadsheet, everyone in the team keeps the target project in mind.

At each step, attention should be paid to the opinion-forming and decision-making process.

How to plan a larger project in the children's committee?

- Define a project **1.**
- Determine the project goal **2.**
- Break down tasks into individual steps **3.**
- Put the steps in the right order **4.**
- Distribute responsibilities **5.**
- Plan oral or written feedback rounds in the meetings of the children's committee **6.**

Example poster

Organise a visit to the swimming pool **1.**

Project:

Goal:

Tasks:

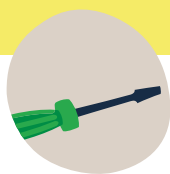
Spend a nice afternoon in the swimming pool as a group **2.**

Find a date,
Obtain authorisation (parents, daycare, etc.),
organise transport (options, prices, reservation), contact
swimming pool (availability, prices, etc.), write a letter to the
parents, plan supervisions, etc. **3.**

4.

5.

Order	Share responsibilities	Children	Staff and children	Staff	
1.	Find a date	X			
2.	Contact the swimming pool	X			
3.	Organise transportation		X		
4.	Plan supervisions			X	
5.	Plan the budget		X		
6.	Write a parent letter	X			
7.	Obtain authorisations	X			



Increasing visibility

There are various ways to strengthen the visibility of the children's committee inside and outside the daycare centre. Some ideas are listed here:

Visibility of the children's committee within the daycare centre:

- ☐ Presentation of the children's committee in the different groups
- ☐ Put up posters that inform about the work of the children's committee
- ☐ Hang up a complaints box
- ☐ Use the homepage of the organisation or the daycare centre*
- ☐ Create an e-mail address*
- ☐ Create and distribute information flyers
- ☐ Invite interested children to public meetings
- ☐ Keep records and other documentation on the premises
- ☐ Document activities and projects, e.g. put up photos
- ☐ Organise an election campaign
- ☐ Create a newspaper for children
- ☐ Organise a closing party to honour the participating children
- ☐ Create a film, video, podcast and play it on a screen*

Visibility of the children's committee outside the daycare centre:

- ☐ Introduce the children's committee to the community, local council, youth centre, clubs, etc.
- ☐ Put up posters in the community
- ☐ Present the children's committee on the municipality's homepage
- ☐ Establish contact and establish networks with other bodies (e.g. Youth Municipal Council, Youth Commission)
- ☐ Participate in town fairs, weekly markets (e.g. with a stand, event)
- ☐ Launch actions, e.g. surveys, flash mobs
- ☐ Publish articles in the regional section of the newspaper or in the 'Gemeindegazette' (local council's information leaflet)
- ☐ Use the homepage of the organisation or the daycare*
- ☐ Create an e-mail address*

* It is essential to observe the child and youth protection guidelines as well as data protection rights. In this case, the adults must help to create, monitor and administer the accounts. In addition, the legal guardians must declare their consent.



What is the purpose of the children's committee?

I can explain my ideas for my group.

I can explain my ideas for the daycare centre.

I can say if I don't like something.

I can thank children and give them praise.

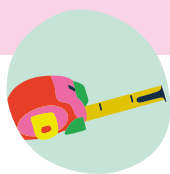
I can express my opinion on any topic.

I can call in the children's committee to resolve a dispute.

I have a vote.

I have the ability to change things.

I can help to solve problems.



Rules for the children's committee

We have agreed on the following rules:

Date:

.....

.....

.....

.....

.....

.....

.....

.....

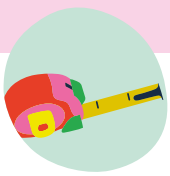
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.....

Signatures of all members of the children's committee



Request cards

What would you like to discuss in the children's committee?



- ☐ I think it's good that ...
☐ I appreciate that ...



- ☐ I have the idea that ...
☐ I would like to share that ...
☐ I have the information that ...



- ☐ I don't like that ...
☐ It bothers me that ...

.....

.....



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.....

.....

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☐ I would like to share that ...
☐ I have the information that ...



- ☐ I don't like that ...
☐ It bothers me that ...





















































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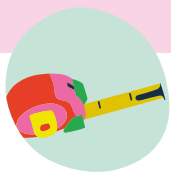
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Voting cards

What is your opinion?
Decide and vote secretly!

Voting card	 1.	 2.	 3.	
	  	  	  	
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Voting card	 1.	 2.	 3.	
	  	  	  	
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Voting card	 1.	 2.	 3.	
	  	  	  	
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Voting card	 1.	 2.	 3.	
	  	  	  	
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	



Emotion cards

in a good mood, relaxed



attentive, interested



expectant



happy



content



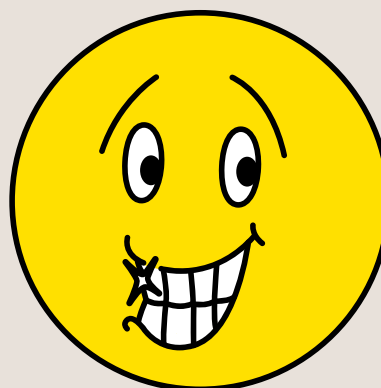
cheery



amused, silly



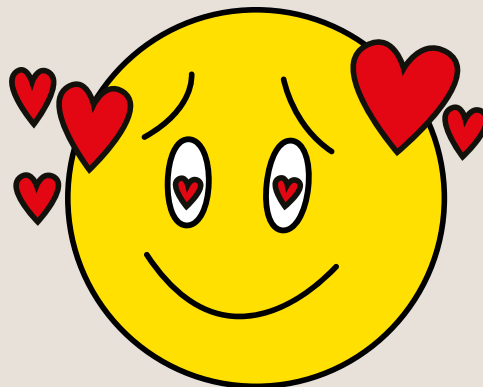
proud



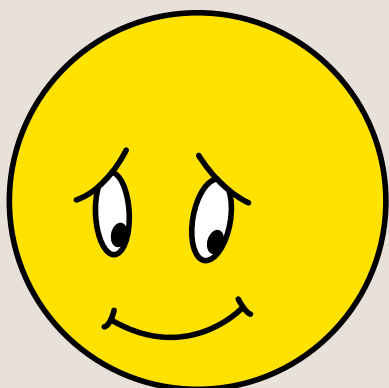
excited



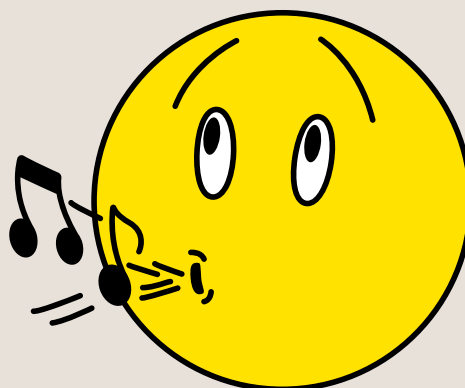
in love



shy



innocent



hungry



confused, mixed up



relieved



concentrated



thoughtful



wait and see, sceptical



bored



disapproving



tired



sick



disappointed



hurt, lonely



helpless



nervous



surprised



sad



regretful



anxious



terrified, scared



disgusted



envious, jealous



offended

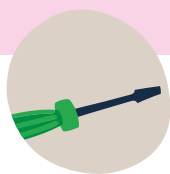


mad, irritated



angry





Role cards

These cards can be distributed to the different children to help them navigate their roles. The cards can be used as a memo. These cards do not need to be used for well-established children's committees.



Rule guardian



Chairperson



Secretary



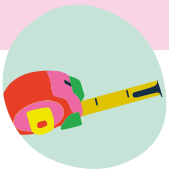
Member



Expert



Timekeeper



Secretary

Preparation


- Get necessary paperwork and note attendance.


During the meeting

- Read out notes/protocol of the last session.
- Note down key words.
- Ask for a break if note-taking needs more time.
- Note election results.
- Note down common ideas or solutions.

After the meeting

- Read out notes / protocol of the last session.





Secretary




Timekeeper


Preparation

- Calculate the time the committee has for the meeting.
- Inform the committee of the remaining time.

During the meeting

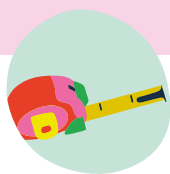
- Keep the time schedule in mind.
- Be careful not to spend too much time on a single topic.
- Let the committee know when the last five minutes have started.





Timekeeper





Rule guardian

Preparation

- Recall the rules.

During the meeting


- Make sure everyone follows the rules.


If someone does not follow the rules

- Give the child a sign when he/she has broken a rule.
- Interrupt the session and explain to the child which rule he/she has broken.


After the meeting

- Exclude one or more children from the council.
- Ask adults for help.
- Raise the issue at the next meeting.





Rule guardian



Member

Preparation


- Reflect on topics and ideas.


During the meeting

- Explain my idea.
- Stick to the rules.
- Form my own opinion.
- Participate in votes.


After the meeting

- Participate in ideas and projects.





Member





Chairperson

Preparation

- Welcome children and open the meeting.


During the meeting


Lead the discussion:

- Keep the order in mind of those who want to say something.
- Ask if everyone understands everything.
- When voting, give and explain the results.
- Assign tasks together with the children.


After the meeting

- Thank the children and end the session.





Chairperson



Expert

Preparation


- Choose an interesting topic.
- Prepare yourself using the questions: Where? When? Why?
- Choose a picture to explain the topic effectively.


During the meeting

- Introduce and explain the topic.


Abschluss

- Create a summary for protocol/notes.





Expert





Procedure of a children's committee meeting

1. Preparation and welcome

- ☐ The children prepare the room.
- ☐ The chairperson gets the cards/list of topics.
- ☐ The chairperson opens the meeting of the children's committee.

2. The protocol of the last meeting

- ☐ The secretary reads out the protocol of the last meeting.
- ☐ Tasks that have not been completed are put back on the list.

3. Determine the procedure

- ☐ If there are too many request cards, it has to be decided which ones will be added to the list this time.

4. Discuss concerns

- ☐ The child who wrote the card explains his or her concern.
- ☐ The committee discusses it and looks for ideas.
- ☐ The children's committee votes on the ideas.
The idea with the most votes is written down.
- ☐ The children's committee sets tasks.
- ☐ The children's committee assigns the tasks to one or more children.

5. Closing

- ☐ If everyone agrees with the protocol, the meeting is closed.
- ☐ The chairperson thanks the participants and closes the meeting.



Report

What has been discussed? What has been decided?

Print out the template and fill in the blanks. If you are not yet able to write that quickly, you are welcome to draw notes and complete the protocol later.

Report of the children's committee

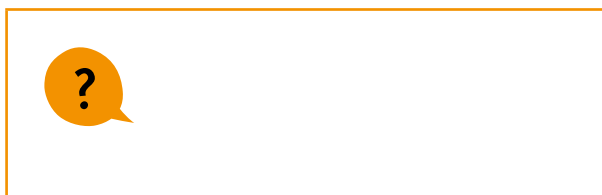
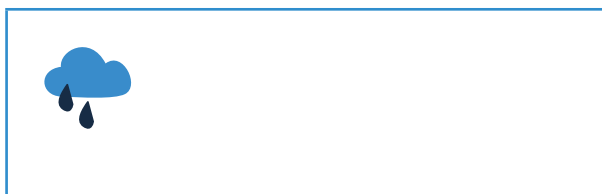
Date:

Role distribution:

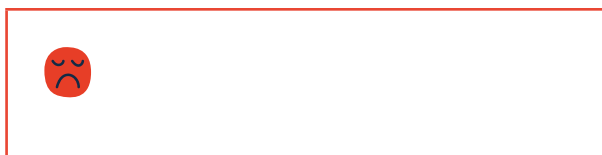
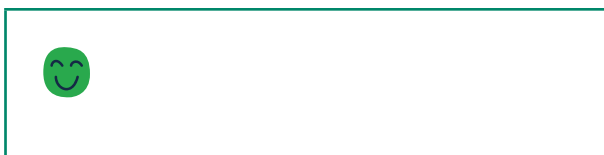


Children not attending the children's committee today:

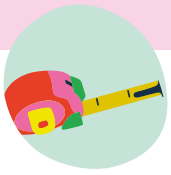
Topics:



Feedback round:










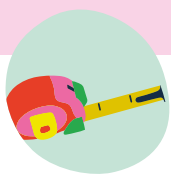
Date of the next meeting:



7 important questions not to forget anything









Are you planning a large project or have an ambitious idea? Answer these questions so that you don't forget anything important.

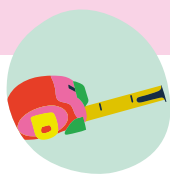
QUESTIONS	ANSWERS
1. What?	
2. Who?	
3. When?	
4. How?	
5. How much?	 (Time, money, participants, etc.)
6. Where?	
7. Why?	



From the idea to the goal

This tool helps you to clearly express your idea. It will help you to explain it better. The other children will understand your idea easier and quicker.

<p>DESCRIBE</p> 	<p><i>Describe the idea you want to discuss as precisely as possible. What is your idea? How did you come up with the idea?</i></p> 
<p>EXPLAIN</p> 	<p><i>Why do you want to talk about your idea?</i></p> 
<p>TARGET</p> 	<p><i>What do you want to change, solve or achieve?</i></p> 
<p>STEPS</p> 	<p><i>What is the first step in order to realise the idea? What are the next steps that need to be considered?</i></p> 



Documentation sheet for working groups

This documentation sheet can be helpful when the children's committee meets in working groups. At any time you can have an overview of your work and you can record important steps and results.

Plans



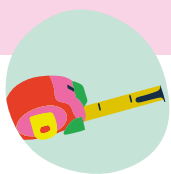
What was discussed in the working group?

Please be short, simple, clear and concise. Write clearly, so that everyone can benefit.



Participants were:





Documenting the first steps

When the children's committee meets in working groups, this documentation sheet can be helpful. At any time, you can have an overview of your work and you can record important steps and results.

Plans



.....

.....

All participants



.....

.....

Our next steps



.....



.....



.....



.....

Next appointment(s) / When and where?



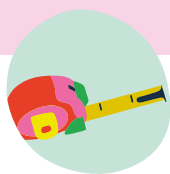
.....

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Contact person



.....



Mini future workshop 'Our dream daycare centre'

In order to develop creative solutions, it is important not to deal hastily with objections, but to let the imagination run free from all real restraints first. What would your dream daycare centre look like if everything was possible? What do you wish for? How could you make the wish a reality?

This exercise will help you and the children's committee to develop ideas for your daycare centre.

1. Our dream daycare centre

Sit in groups of four around the worksheet so that everyone can write down their ideas. Do not worry about problems and impossibilities but rather write down every idea, no matter how crazy it may seem. Write down the common features of your ideas in the middle box.

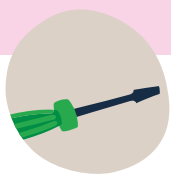
2. Turning a dream idea into reality

How can you turn your dream ideas into reality? Of course, you will have to modify some of your ideas, but you might be able to realise the core elements. So, ask yourself the following question:

What do we have to change in order to realise the idea?

<p>Child 1</p>	<p>Child 4</p>
<p>Child 2</p>	<p>Child 3</p>

Our dream daycare centre



Concentration exercises

Rituals can play a significant role in the daily life of a daycare centre. They can help to calm the mood of the group before the children's committee and thus increase concentration for the session. These rituals do not necessarily have to be performed before a session, but can also be replaced by others or skipped altogether. It is particularly important that the group can identify with the used rituals and that they understand them.

Ritual I

The silent minute

By being silent for one, two or three minutes, this ritual tries to build up the concentration and calmness necessary for the children's committee. It is quite normal that this is not easy for the children, especially at the beginning, but it becomes easier through practice and repetition. The children should adopt a relaxed sitting position. The exercise starts with an acoustic signal and ends with the same signal.

Execution

The group is asked to adopt a comfortable sitting position. Make sure the children feel comfortable and can relax. From the moment the signal sounds, everyone should remain very quiet until the exercise is completed by the sound of the signal. Afterwards, the group can be asked what sounds they have perceived.

Ritual II

Hold your breath

This concentration exercise is borrowed from apnoea diving. On the one hand, the exercise itself is a concentration exercise, on the other hand, the preparation of the exercise is already relaxing. In addition, it can be made more exciting for the children by giving them a little challenge.

Execution

The children are given a period of time during which they are to hold their breath. This can range from ten seconds to one minute. If the children are to compete with each other, their eyes remain open during the exercise and they sit down again when they can no longer hold their breath. If they are not to compete with each other, they remain seated during the exercise and close their eyes.

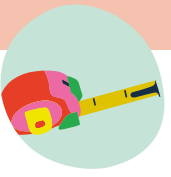
As a preparation, introduce a relaxing breathing exercise: for one minute, the children breathe deeply in and out, so that one breath can last up to five seconds. Five seconds before the exercise starts, the children take a deep breath. The responsible supervisor counts down these seconds aloud so that the children have the opportunity to prepare themselves optimally for the exercise. Then the children try to hold their breath for the set period of time. In order to be able to hold their breath for a long time, the preparation must be done seriously. During the exercise, the group should concentrate on something else to distract themselves. The exercise makes the children's committee quiet so that the group can build up concentration for the session.

Estimating time

This exercise simultaneously promotes calmness and concentration, and the children will also learn to better estimate time periods.

Execution

The children sit down on their chair and are given a time to estimate, e.g. 30 seconds. The responsible supervisor gives a start signal and from that moment on the children close their eyes. They open their eyes and stand up quietly when they think the time is up. When the last child has stood up, the responsible supervisor announces who has estimated the time best.



Giraffe language

The giraffe

... is a **friendly and peaceful** being that lives together with the other animals.

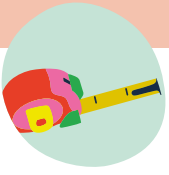
... does not take anything away from the other animals. The giraffe is **very tall** and only eats the leaves that the other animals can't reach.

... sees things that the other animals cannot. It has a **long neck** and can look down on the world from above.

... has a **big heart** so that its blood can be pumped throughout its body.



(cf. Friedrichs, Birte 2009, p. 76)



Wolf language

... is a predator.

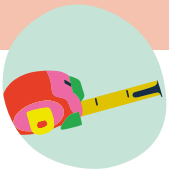
Many animals are afraid of the wolf because it is aggressive and attacks quickly.

... would never admit to its own mistakes. Instead, it is always looking for others to blame.

... uses hurtful language: It criticises, manipulates, generalises and judges hastily. It does not care about the needs and opinions of others.

The wolf







Recognising giraffe language

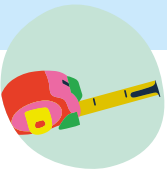
With this questionnaire you can check if you know the elements of giraffe language. Which statements tend to stir up conflict (wolf language) and which calm down the situation (giraffe language)? Put an additional cross next to the statements that you use in your everyday life (I use).

Personal evaluation:



	Question / statement			I use
1.	When I have an argument with another person, I always try to speak in a calm tone.		X	
2.	In case of dispute, I use words like 'always' and 'never', e.g. 'You never listen to me!'			
3.	When I want to convince someone of my opinion, I sometimes raise my voice.			
4.	If something does not interest me, I do not listen properly.			
5.	When I have a conflict, I can admit my own mistakes.			
6.	When I am really angry, I call the person names and insult them.			
7.	Other opinions do not interest me.			
8.	When someone wants to explain or tell me something, I give the person my full attention in order to understand.			

Question / statement			I use
9. I ignore problems in order to avoid conflict.			
10. In my opinion, conflicts can also improve situations.			
11. Voting is not necessary because my opinion is the most important.			
12. When I want to tell a person what I do not like, I always try to state my feelings so that they can understand me properly.			
13. Even if a person provokes me in a conflict situation, I try to hold back and discuss in a matter-of-fact tone.			
14. If I sometimes talk about a person behind their back, that is perfectly fine.			
15. When many people are allowed to express their opinions, you get different perspectives or approaches in order to solve a problem.			
16. If I have had enough of a dispute, I simply walk away without a word and I no longer respond to any messages, for example.			
17. Even if a person has a different opinion, I try to explain my perspective to them.			
18. In an argument, I will try to put myself in the other person's position, trying to understand them.			



Characteristics of the representatives

Elections of the children's committee

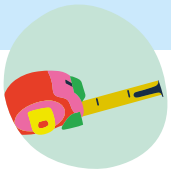
Which qualities are required in members of the children's committee? Which characteristics are not required?
What are they supposed to do or not do?



<input type="checkbox"/>
<input type="checkbox"/>
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<input type="checkbox"/>
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<input type="checkbox"/>



Election poster

Electing the children's committee

In January, the elections for the children's committee of the daycare centre will take place. Your candidates present themselves here.

My name:

.....

My group:

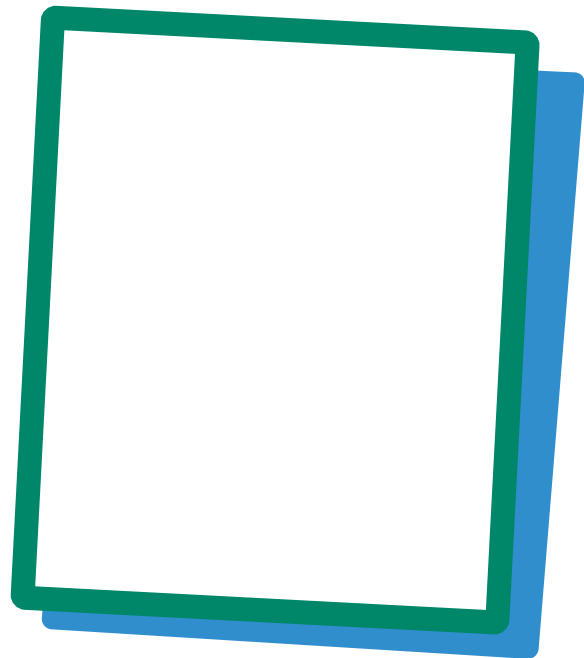
.....

My hobbies:

.....

This makes me happy:

.....

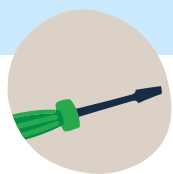


I have these ideas for the children's committee

.....

You can get further information

.....



Explaining the children's committee and the election process

The children's committee is made up of 13 members. During the year, these children meet regularly during the lunch break in the conference room on the ground floor.

They bring their ideas and the ideas of the children in their groups to the meetings. After each meeting, the different groups and the corresponding teachers receive a report of the meeting. This can be given in writing, orally or as an audio recording. If time allows, the children should present and explain the report to their groups before the next session and bring appropriate feedback from their group to the next session. The folders with material, reports and required material for the members of the committee are located in a designated room.

The following educators are in charge for the committee

First Name	Surname	Group	Cycle 3.2

Example of an election procedure

- Cycle 3.2**
- 7 children from Cycle 3.2 will be elected
 - Each group should be represented
 - As Cycle 3.2 is the younger group in the committee, it receives an additional representative (compared to Cycle 4).

- The elections:**
- The elections are secret.
 - The ballot papers are folded and placed in the ballot box.
 - Each child is allowed 7 votes. A child has the right to vote for himself/herself.
 - The children may give 2 votes per candidate, but without exceeding a total of 7 votes.
 - The ballot paper is **valid**:
 - if 1 to 7 votes have been cast and visibly marked in the boxes,
 - if the ballot paper has been cast 'white'
 - (The children do not have to vote and can hand in the ballot paper without any crosses.)
 - The ballot paper is **invalid**:
 - if more than 7 votes have been distributed,
 - if the votes have been distributed in an unidentifiable manner, so as to make it impossible to allocate the votes to the candidates without any doubt,
 - if something has been drawn or written on the ballot paper.
 - If a child makes a mistake during the election, he/she can be given a new ballot paper. The old ballot paper should be destroyed immediately.

Cycle 4

- 6 children from Cycle 4 are elected.
- Each group should be represented.

The elections:

- Each child is allowed 6 votes. A child has the right to vote for himself/herself.
- The children may give 2 votes per candidate, but without exceeding a total of 6 votes.
- The ballot paper is **valid**:
 - if 1 to 6 votes have been cast and visibly marked in the boxes,
 - if the ballot paper has been cast 'white'
 - (The children do not have to vote and can hand in the ballot paper without any crosses.)
- The ballot paper is **invalid**:
 - if more than 6 votes have been distributed,
 - if the votes have been distributed in an unidentifiable manner, so as to make it impossible to allocate the votes to the candidates without any doubt,
 - if something has been drawn or written on the ballot paper.
- If a child makes a mistake during the election, he/she can be given a new ballot paper. The old ballot paper should be destroyed immediately.

The organisation of elections

- **When?** On the 19th January 2025
- **Where?** At the polling station: 4 tables with privacy screens are prepared in the conference room on the ground floor. After voting, the ballot papers are thrown into a ballot box, which is also located in the room.
- **The count** After a group has cast their votes, two children from the group stay in the room for a short time to help. These children are not allowed to be candidates.
- **The schedule:**

Date	Group
11:55 – 12:05	
12:10 – 12:20	
12:25 – 12:35	
12:40 – 12:50	
BREAK	
13:00 – 13:10	
13:15 – 13:25	
13:30 – 13:40	
BREAK	
16:30 – 16:40	
16:45 – 16:50	
16:55 – 17:05	

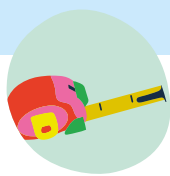
The counting of votes

- **When?** On the 21st January 2025
- **Where?** At the polling station
- **How?** 2 children from each group are needed per shift, to help with the count.
Candidates are not allowed to help with the count.

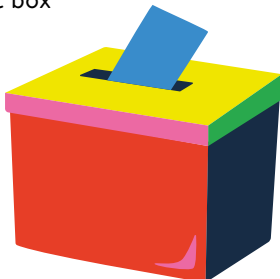
	Cycle 3.2	Cycle 3.2	Cycle 4	Cycle 4
12:30 – 13:00				
13:05 – 13:35				
BREAK				
16:20 – 17:10				

The result announcement

- The results of the election are not announced in the plenary, but in the individual groups.
- The elected children receive a letter explaining all the necessary information for the first session.
These are:
 - date
 - time
 - location
 - things for the children to bring along
 - an information letter for the parents of the elected

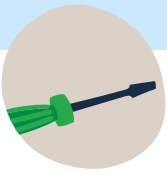


Example: poster to inform children about the elections

Electoral duty	<ul style="list-style-type: none">• All the children present at the daycare centre on 20th January 2025 can vote• Children who are absent can vote until the 3rd February						
At the polling station	<ul style="list-style-type: none">• The children may bring their preparation notes with them• Each child gets a ballot paper• Each child goes alone to a table, fills in the ballot paper there and then places it folded into the ballot box <div></div> <ul style="list-style-type: none">• If a child makes a mistake during voting, he or she can get a new ballot paper. The old ballot paper is destroyed immediately						
Vote correctly	<p>Each child can:</p> <ul style="list-style-type: none">• cast a maximum of 7 votes (or less)• award a maximum of 2 votes per candidate						
Ballot papers	<p>Are valid:</p> <ul style="list-style-type: none">• if 1-7 votes are cast,• if the box in front of the name is correctly marked with an X or +• each child may also give 2 votes for a candidate <table><tr><td>X</td><td></td><td>Max</td></tr><tr><td>+</td><td>+</td><td>Mia</td></tr></table> <ul style="list-style-type: none">• if a child does not want to vote for a candidate, he or she throws the ballot paper into the ballot box without a cross. This means casting a "white" ballot. <p>Are invalid:</p> <ul style="list-style-type: none">• if a child distributes more than 7 votes• if the X or + is not clearly visible• if something has been drawn or written on the ballot paper	X		Max	+	+	Mia
X		Max					
+	+	Mia					

Children's committee elections

[illegible]



Thanking the non-elected

Children's committee elections year



Expression of gratitude

.....,

Your candidacy for a mandate in the children's committee

Dear,

The management of the daycare centre and therewith the entire team would like to thank you for your participation in the children's committee elections. Your engagement for your daycare is very valuable.

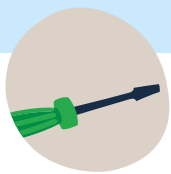
Unfortunately, you did not receive enough votes to be directly elected to the children's committee this time. However, you may be contacted in due course if a place on the children's committee becomes available.

Furthermore, you have the right to know which position you are on on the waiting list. You can get further information from Monday to Friday at until at the office

Warm regards,

.....

(The management)



List of ideas

Dear members of the children's committee,

We would like to ask you to collect your ideas for the children's committee in the group and bring them to the first meeting.

Thank you very much!

Name of the member	Group and educator
<input type="checkbox"/>	
<input type="checkbox"/>	
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<input type="checkbox"/>	
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The Kannerbureau Wooltz (now part of the Kannermusée Plomm team), has produced, together with ZpB, a video with children for children on setting up a children's committee.

plomm
KANNERMUSÉE



www.edulink.lu/gbl2