

## GROUP ACTIVITIES

### DIVIDE THE CLASS INTO SEVERAL GROUPS

- 1 Each group will write down the qualities of a leader based on what they observed in Izzy. They will then read them to the rest of the group and discuss areas of agreement and disagreement.
- 2 Each group will come up with a different ending to the story. They will then discuss each proposed ending and choose the ending that the majority decides on by voting. If there is a tie, they will vote again until a majority agreement is reached.
- 3 Each working group will discuss what an ecosystem is and how it functions. Then, each team will identify a natural or social ecosystem in their community or family where they are able to identify interactions that exist between members of that ecosystem. Each example will be presented to the group.
- 4 Each group will discuss the meaning of LESCO and share a story about when they have seen or met a person who communicates in sign language. They will put together a sentence in LESCO that the others will have to decipher based on the reference chart above.

### ACTIVITIES WITH THE WHOLE CLASS

- 5 Show pictures (of coral reefs, the sea, marine animals) so that the class can identify them by name.
- 6 Identify a special quality of each character. E.g., Izzy likes to make plans and lead.
- 7 Identify the character who showed the most fear in the story and the outcomes of accepting that feeling. Students will share examples of situations in which they have felt fear and how they dealt with it.

### ACTIVITIES TO PLAN AMONG STUDENTS, TEACHERS, AND FAMILY MEMBERS:

- 8 Organize a visit to the Legislative Assembly in San José to learn about its functions.
- 9 Request information from the Legislative Assembly on the laws that exist to protect the sea.
- 10 Identify organizations that are working to protect the sea and its inhabitants and ask them if they have materials for children.
- 11 Organize a marathon of stories at school: boys and girls telling stories about girls' leadership, the protection of marine ecosystems, or emotional management.
- 12 Organize theatrical performances of the story. Select the girls and boys who will represent each character and then decide on the costumes and the main characteristics to be emphasized. Choose a stage and rehearse the piece to present it. It can also be performed as a puppet show.



## LEARNING GUIDE



This story can be used to promote the leadership of women and girls, responsible citizen participation, environmental protection, social inclusion, respect for diversity, and social action. Using the example of Izzy, we can promote inclusive leadership models based on teamwork. With the exercises in this learning guide, facilitators can explain the following concepts implicitly by highlighting actions and attitudes reflected in the story.

The purpose of these exercises is to have fun and reflect on the story and the possible lessons and questions that emerge from reading it.

Welcome!



## KEY CONCEPTS AND QUESTIONS

### Legislative Assembly:

A democratic institution that brings together representatives elected by the public. It is called the legislative branch because it approves laws and promotes the interests of the electorate, among other duties. It is made up of 57 individuals who are called members of the Legislative Assembly. In the story, the children's teacher mentions how these representatives are drafting and debating a law to protect the sea.

### Members of the Legislative Assembly:

Representatives of the people of Costa Rica who are elected by popular vote every four years. Their responsibility is to make laws to improve the lives of the people living in Costa Rica, set budgets, and oversee the work of the government. As representatives of the people, they engage in different ways of listening to the public and promoting participation. In the story, the children suggested introducing the whale and the turtle to the parliamentarians so that they could contribute their knowledge to the debate on what is happening in the sea.

### Department of Citizen Participation:

An entity of the Legislative Assembly dedicated to promoting civic education, democratic innovation, accountability, and the public's participation in decision-making for the common good.

### Citizen participation:

The involvement of citizens in decision-making that can impact communities. It is a right of individuals and organizations to express their views and proposals within all levels of government.

### Social inclusion:

The empowerment of individuals and groups to participate in society and take advantage of their opportunities to ensure that all people can have equal possibilities and opportunities to become fulfilled individuals regardless of their race, gender, religion, culture, nationality, disability status, and other factors.

In the story we see how Izzy accepts Clara's idea to stay in one place, which is backed by Diego and Seidy, and how they respect that Carlos prefers to stay on the shore. The protagonist also supports Diego's idea to call the dolphins.

### Cooperation:

An attitude that promotes respecting the contributions of each person in a group in pursuit of a common goal. In the story, the children ask several animals about the situation with the coral reefs, who cooperate with the group of friends by providing information to help explain the problem. Additionally, in the boat, the group cooperates by taking care of each other, taking on different roles, and sharing ideas and opinions.

### Leadership:

A set of qualities possessed by some individuals that motivate others to work towards a common goal. In the text, Izzy puts forward ideas, asks questions, and takes risks to learn about the changes taking place in marine life. She learns to listen to what the animals and her friends are telling her when they are at risk, and she shows initiative when she suggests getting on a boat in search of answers. She also recognizes that she needs her friends and that she cannot solve the problem alone; she asks for help so that others can take on paddling; and learns to listen to make courageous decisions (and even vote!).

### LESCO:

Costa Rican sign language used to communicate through movements and expressions of the hands, eyes, face, mouth, and body. Clara uses this language to communicate with her friends and the animals because she is hearing impaired.

### Ecosystem:

A community of living things that share a territory where they interact with each other and with other environmental elements to survive. The story describes how the introduction of a fish species that is foreign to the coral reef ecosystem alters and harms marine life, emphasizing the importance of relationships and balance.

## CHARACTER TRAIT ACTIVITIES

Which of the characters in the story do you identify with? Why?

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Which of Izzy's actions or behaviours did you like the most? Why?

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Draw Izzy and your favourite animal in the space below:

Which of the animals caught your attention the most? Was it a land animal or a sea animal? What did you like most about that animal?

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How do you picture a coral reef ecosystem? Draw it.

How would you greet Clara in Costa Rican sign language? Use the LESCO alphabet below. You can also watch a video about LESCO for educational purposes: <https://bit.ly/VideoLESCO>

