



**TITLE**  
**RECIPES AGAINST BOREDOM**



**AUDIOVISUAL RESOURCE**  
<https://bit.ly/3sD2s2n>



**TOPIC**  
Emotional identification and expression, self-control

**SCHOOL CONTEXT**  
Bilingualism, personal identity

**RECOMMENDED AGE**  
From 3 to 6 years old

**SUMMARY**  
Caillou is not having a good day. He is bored and angry all the time. But instead of expressing it with words, he grumbles, destroys things and makes mischief. His grandma tries to help by giving him some good advice on how to handle his bad mood.

**THEORETICAL BASIS:** In childhood, children are especially fickle with their emotions and very susceptible to boredom. Children constantly need to switch activities to have fun, and when boredom hits, they usually don't know what to do. Therefore, it is important to help them to understand that boredom is normal and that we need to be able to cope with it. Perhaps looking for ways to fight against it (creativity), or simply dealing with it (learning to live with it without causing discomfort), will help children grow and tolerate frustration better.

**PURPOSE:** Through the activity, some signs of boredom will be identified so they can be detected and the child can do something about it and some suitable resources will be promoted to be able to handle it.

**LESSON PLAN**

**Stage 1**

The activity begins by asking the group what they did last time they got bored (before this general question, it would be useful to explain what "being bored" means). They will have time to think and talk about different situations, why they got bored, who was with them, what were they doing, if they asked for help.

At these ages, boredom frequently appears with a bad mood. Even in class, many of the disruptive behaviors that occur are closely associated with frustration. Sometimes, behind these situations we just find pure and simple boredom that children cannot detect or handle, nor express in their own words.

*"Let's see what happened to Caillou one day when he was very, very bored."*

**Stage 2**

The sequence is projected and paused when the grandma approaches Caillou (just before she proposes solutions). The objective is to learn to identify the states of boredom, the feelings they generate and the need to express them in order to prevent and resolve them, sometimes with the help of other people. In order to do this, the following questions will be asked:

- *What do you think Caillou is feeling?*
- *Why do you think so? (It is important that they pay attention to the mouth, the eyes, the gestures, the tone of voice, the behavior.)*
- *Do you like the way he is behaving?*
- *What do you think would have happened if he had told his grandma that he was bored?*
- *Do you think that maybe he didn't know he was bored?*
- *How would you explain to an adult that you are getting bored and need some help? Let's practice it. Imagine that you want to ask me for help; what would you say to me?*
- *What ideas can you suggest to Caillou so that he doesn't get bored anymore?*

*"We are going to continue watching the sequence. Caillou's grandmother is going to suggest some good ideas to avoid boredom, because even though Caillou hasn't told her (maybe he doesn't even know yet that he is bored), his grandmother does know very well what is going on and what to do." (Finish watching the sequence to the end)*

Then, the discussion continues:

- *What do you think about Grandma's ideas? Do you like cake? And finger painting? And chatting with someone in your family?*
- *When Grandma suggested some ideas to Caillou, at first he was still quite angry and said "no" to everything. That often happens to us, doesn't it?*
- *If he hadn't listened to his grandmother, do you think Caillou would have had fun, or would he still be angry?*
- Finally, the proposal is to create a list of "Recipes against boredom." All contributions are valid. Here are some examples:
  - Painting, coloring
  - Inventing a story
  - Playing card games
  - Playing board games
  - Creating and playing with a track for toy cars
  - Doing puzzles
  - Cut-outs to build a zoo, a city, a road.
  - Talking about something, for example, what we would like to do on holidays.

### **NEXT STEPS**

As a complement to the activity, you can create a mural that reflects all the "recipes against boredom" that have been mentioned and display it in the classroom. Different artistic techniques might be used (finger painting, textures, drawings, photos, etc).

**NOTE:** Emotional intelligence skills are also necessary to transform emotions into motivational elements. For example, boredom may provoke a desire for passive entertainment or even destructive behavior. On the other hand, it can also inspire children, encouraging them to look for new challenges. "Boredom puts us in contact with ourselves."

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