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MANUAL FOR EDUCATORS

Children's Rights Education through Art

Compiled from materials produced in LTTC "Can
Ya Makan ... Human Rights"

Edited by Ognian Gadoularov

*"Story telling can deliver any message to anyone if it is written and narrated in the right way."
Hamza Zabalawi (Jordan)*

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Introduction

This manual is created as a result of intensive work of international group of youth workers, people of art, educators etc. In one year period a team of four trainers applied for funding by European "Youth in Action" Programme and Euro-Med Youth IV Programme. There were funded and implemented two training courses in Spain and Jordan gather together participants (youth workers and performance art experts) from 6 countries – Spain, Jordan, Bulgaria, Egypt, Portugal, Poland. Main goal of this process were to promote Human right education and to create ready to use tools for Children rights education based on arts. In the period between the trainings participants have chance to implement in their local realities the educational tools created during the training.

So this manual is compilation of theoretical part for Human Rights, Human Rights Education and Interactive teaching and practical part with all the tools designed in this Long term training course.

Get to know more about "Can ya Makan... Human Rights"

The training was focused in creating useful tools for youth work related to human rights education and children rights education.

As a result of training process and field evaluation at the end of 2012 team of trainers and participants will present developed modules for children right education based on Storytelling, Theatre, Illustration and other types of art.

Team of trainers responsible for this process is - Angie Hadad (Jordan), Elena Diez Villagrassa (Spain), Haythem Kamel (Egypt), and Ognian Gadoularov (Bulgaria).



Literally "Can Ya Makan ... Human Rights" stands for "Once upon a time... Human Rights", and at the same time, the words in Arabic and English show the diversity of languages of the countries involved in the project.

This long-term project aims to promote Human Rights Education through the use and adaptation of stories (tales, myths, fables, etc.) as an inseparable part of the heritage of the Euro-Mediterranean region.

The project foresees three stages. The first and the last parts are residential training courses; participants will have the chance between both trainings to put into practice what they learned in the first one and share their experience and go deeper in the topic in the second one.

"Can ya Makan people from Poland, Portugal, Spain, Egypt, Jordan, Lebanon and Bulgaria met together in a small village called Coma-Ruga to create this story.

We went blind by the mesmerizing atmosphere but we found a way through it to the forest. We had to cope with different obstacles: monsters, dragons, spider nets; but the most important obstacle was trust.

We enjoyed amazing stories from Jordan to Portugal and from Egypt to Poland.

After the second sunrise we dove into diverse stories while finding ourselves into the culture of the others.

Together we were able to move past our ignorance related to children human rights.

To be continued..."



Yasmine (Jordan), Rosa (Spain), Mohammed (Egypt), Teo (Bulgaria), Maria U. (Spain)

"We worked really hard today in the case of the Human Rights. We realized that everyone has his or her own favorite exercises but we all have passion of working for human rights. We created the newspaper front page and we shared the news of our country with nearby countries. We discovered that all of our countries are in the same timeline but we are in different spots of that timeline. We enjoyed listening to other cultures short stories from the participations. The most interesting part was that we encouraged ourselves to tell stories in English. We have learned how to use the body language and voice as tools in storytelling. We are very excited for the next days because we are going to learn human rights and storytelling as a one topic because now we are learning those topics separately."

Monika (Poland), Sarah (Egypt),
Veni (Bulgaria), Eva (Spain), Ghaith (Jordan)



Facebook page: <http://www.facebook.com/CYMHR>

Youtube chanel: <http://www.youtube.com/feed/UCFXgaRDTwCAA4Tlv6XIRx-w/u>

Blog: <http://canyamakan.wordpress.com/>

First Training: Coma-Ruga, Catalonia – Spain (30th March – 7th April 2012)

AIM:

To promote Human Rights Education through utilization and adaptation of stories as an integral part of heritage within the Euro Med region.

OBJECTIVES:

- To increase participants' knowledge and understanding about Human Rights and Human Rights Education.
- To develop skills in storytelling, using voice and language.
- To identify relationships between stories from different regions of Euro Med and Human Rights values.
- To identify possibilities of using stories as a pedagogical tool for Human Rights Education.
- To create tools which participants can implement in their local realities.

HOSTED BY:

[Association of Human Rights Educaors \(AHEAD\)](#)

FUNDED BY:

[Youth in Action Programme](#)

Second Training: Amman, Jordan (20th – 28th August 2012)

OBJECTIVES:

- To evaluate the results of using tools for Human Rights Education through stories and storytelling which were created in Phase I in Spain and were implemented in the participants' local realities in Phase II.
- To expand the usage of different types of art as pedagogical tools (theatre, puppetry & illustration) in order to create ready-to-use methods for Human Rights Education for children.

HOSTED BY:

[Institute for Leadership Excellence – ILE](#)

FUNDED BY:

[Euro-Med Youth Programme](#)

The team

In the autumn of 2011 the four trainers in the team accept the invitation to [TOTEM – Training of Trainers](#) organized by [SALTO EuroMed](#). The training is intended to promote international teams conducting training in the context of Euro-Mediterranean cooperation. One of the results is **Can ya makan... Human Rights!**



Angie Haddad ([Institute for Leadership Excellence – ILE](#)) is a social activist who works with children, youth and families promoting the love of reading. Moreover, she is a youth leader and trainer in both Euro-Med Youth Programme IV and Youth in Action Programme with the Institute for Leadership Excellence (ILE) – Jordan.

Ognian Gadoularov ([NC Future Now 2006](#)) has been involved in the field of non-formal education for the last five years. He works actively for development and implementation of alternative educational models. Currently working as a trainer mainly educating instructors who work with children and young people, he has expertise in communication and presentation skills, as well as in experiential learning and improving team performance. He also delivers interactive teaching and environmental education for children. Ognian also works as a leader in the International Award for Young People in Bulgaria.



Elena Díez Villagrasa ([Association of Human Rights Educators – AHEAD](#)) has been involved in the field of non-formal education since she was even a child, and as soon as she was allowed (with 17 years old), started as a youth leader. She got involved in international training in 2007 with the topic in Children's Rights from that moment on she has not stopped working about and for them! She is one of the founders of AHEAD. Also around five years ago, she realized of her passion about children's literature in all forms: storytelling, tales with illustrations, puppets...and has learnt a lot about it since then!

Haythem Kamel ([Sustainable Development Association – SDA](#)) is a youth activist who worked with several organizations at local and international level since a young age. He is being involved in the non-formal education and the Euro-Mediterranean youth cooperation for 12 years and now he is working as freelance for youth work in the Arab and European regions.



Children rights and Children's Rights Education

What are children's rights?

(http://eycb.coe.int/composito/chapter_1/2_wha.html)

Principles and techniques in Human Rights Education

The educational approaches

(http://eycb.coe.int/compass/en/chapter_1/1_4.html)

Children's developmental levels

(http://eycb.coe.int/composito/chapter_3/1.html#12)

Adapting activities

(http://eycb.coe.int/composito/chapter_3/1.html#12)

Tips for promoting participation

(http://eycb.coe.int/composito/chapter_3/1.html#12)

Tips for facilitation

(http://eycb.coe.int/composito/chapter_3/1.html#12)

General tips on running activities

(http://eycb.coe.int/compass/en/chapter_1/1_4.html#148)

Educational Tools

Module 1 – The Bee Story

(authors Dana Yanis, Rosa Turbau Valls, Teodor Vasilev, Osama Mohamed Helmy Farag)

1. Aims and Objectives of the module „The Bee Story“:

After studying the topic „The Bee Story“, each student will:

- Know the context of the Article 31 from the Convention of Right of the Child (1989) - *The child has the right to rest and leisure, to play and freely participate in cultural life and the arts.*
- Know facts about animal life.
- Can express feelings and arguments.

Attitude included in the module:

- Sense of justice and social responsibility; Desire to contribute to the betterment of the community; Respect for self and others; Empathy and solidarity; Curiosity; Open mind and appreciation of diversity; Sense of responsibility for ones actions

Knowledge included in the module:

- Article 31 (Right to play); Facts about animal life and nature; Knowledge about debating and voting process;

Skills included in the module:

- Addressing conflict positively; Active listening and communication skills; Consensus building; Critical thinking; Problem solving; Expressing oneself with self confidence; Participating democratically in activities with debating and voting; Taking responsibility; Cooperating in group work

2. Implementation

Age group – 6 - 12 years

Number of participants – up to 25

When – no specific season

Place – indoor or outdoor

Duration – 45 - 120 minutes

Support materials on the subject – the story:

“The Bee Story”

Once upon a time there was a little bee cold Bee Lee who lived in the big bee Queendom with a huge community. This was the place where everybody works and every day was like the day before.

Playing the song of the bees:

“Every morning we wake up

We put honey in the cup

We work for honey, not for money

Cause honey is our money”

(Played like most popular army song)

Bee Lee has discovered that she had fun doing strange things and she goes to his friend Bee Zu and tells him: “Look what I have done, I created balls from honey! And while I was throwing them around I actually had a lot of fun.”

“Fun, what does that mean?” said Bee Zu.

“I don't know it felt good and I was laughing” said Bee Lee. Bee Zu was so confused and quite astonished so he replied: “Instead of working all the time you were creating balls? You know that is forbidden, right? You should be working all day and all night.”

Bee Lee said: "But I want to discover how to have more fun and laugh more. So want to go to the jungle and take you with me on this journey!"

"But I am afraid we get caught!" said Bee Zu. But Bee Lee comforted him and they went off on the journey...

While walking in the jungle first they met a big elephant. The elephant was painting a picture with his trunk using various colors. Bee Zu and Bee Lee stopped and asked him admiringly: "What are you doing?" The elephant answered saying: "I am playing with colors to express my emotions." Bee Lee and Bee Zu asked in a very confused tone: "Playing, what is that?" The elephant was so submerged in his creation that he didn't hear their question. So they continued their journey of discovery.

After walking for some time they met a monkey. The monkey was jumping and doing acrobatic moves like in a circus. Bee Zu and Bee Lee were astonished at what his doing so they asked "What are you doing?" The monkey answered saying: "I am playing with the ropes and jumping to make my body fit and strong." Bee Lee and Bee Zu asked in a very confused tone: "Playing, what is that?" The monkey was so submerged in admiring his muscles that he didn't hear their question. So they continued their journey of discovery.

Along their journey, Bee Zu and Bee Lee bumped into a cat. The cat was doing handicrafts using strings of wool to make different shapes. Bee Zu and Bee Lee were astonished at what the cat was doing so they asked "What are you doing?" The Cat answered saying: "I am playing with the wool strings to make handicrafts." Bee Lee and Bee Zu asked in a very confused tone: "Playing, what is that?" The Cat was so tangled in the ropes that she didn't hear their question. So they continued their journey of discovery.

Finally Bee Zu and Bee Lee met a very interesting Bird. He was singing loudly and smiling. Bee Zu and Bee Lee were astonished at what his doing so they asked "What are you doing?" The Bird answered saying: "I am playing with my voice while singing to discover the limits I can go with my tunes and create new songs." Bee Lee and Bee Zu asked in a very confused tone: "Playing, what is that?" Another bird was singing, so Bird fell in love and was so busy singing back to her that he didn't hear their question. So they continued their journey of discovery.

Bee Zu and Bee Lee were discussing on their way back from their adventurous journey heading back to the hive: "Did you notice they all mentioned the word play Bee Zu?" asked Bee Lee.

"Yes, what do you think that means?" Bee Zu said

"I think play means having fun, enjoying time, laughing while still learning something new and benefiting their health and body. And I enjoyed watching them and wished I can do the same." said Bee Lee

"But Bee Lee we are bees, we have to work all the time. This is what we were born to do. We can't "waste" our time "playing." Bee Zu warned Bee Lee.

"Yes, but if being a BEE means working all day and all night then I'm not sure I want to be a BEE..... (Long Pause) TO BE OR NOT TO BE... THAT IS THE QUESTION (with a cup of honey)... (Pause)

***** Decision making and expressing activity *****

Bee Lee was determined to share her knowledge about playing with the rest of the community so she announced to everyone that she will be making a very important speech. She gathered all the animals she met and all the bees she knew and stood up to make the speech...

We are here today for our right to play

Our right is here to stay

As we will not obey

I am a being but I want to be a playing Being

("Let it Be, Let it Be" song we invite the audience to sing)

With all the self confidence that she gained from the support of the community she goes towards the castle to talk to the queen. Bee Lee suggested to the queen that the community demands a place and time to play during our hard working days and nights.

The Queen answered: "I admire your courage Bee Lee but did you forget our national anthem?"

"Every morning we wake up
We put honey in the cup
We work for honey, not for money
Cause honey is our money"
(Played like most popular army song)

Bee Lee asked the community if they wanted to play or not. (YES!!!) So they go to convince the queen.

**** Debate and argumentation activity ****

The queen decides to give place and time to play and the bees production of honey actually increased and there was plenty of food and laughter in the hive due to the fact that they worked better together. What started as a decision of one bee to ask for the right to play ended up with benefiting the whole community.

3. Educational activities with participants

- Games for **activating children** - exercise - 10 minutes
- **Keynote discussion** – Start conversation with children asking questions about jungle, bees, games and art. This way you will direct attention of children to the topic.

Thematic content:

- **Introduction** in the topic by **starting to tell the story – “The Bee Story”** -

The children experience the story through interactive storytelling with the children themselves interacting and taking parts in the story. The story is told with the use of various techniques such as Music and Singing, Acting, Theatre of the oppressed (Image Theatre), Puppets and Origami. Tip: guitar is a good tool for music. - (experiential part of The Kolb`s cycle)

- **Decision making and expressing activity – “Painting and writing in the Bee image”** - In the moment where the Bee Lee and Bee Zu is contemplating what to do after their adventure in the jungle, we pause the story telling and give a chance to the children to decide with the bees.

After the story is told we will discuss with the children through bee illustration, where they can either color (6-8 years old) or fill in (8-11) how Bee Lee feels. Using the bee illustration to see what the bees learned indicating how the children used the story to relate it to their own realities. So we ask children to write in the head of a big illustration of a bee what it learned from this experience (in the jungle), in the body (heart) of the illustration - what the bees feel in this moment and in the title bubble of the illustration - what the bees have to do when they go back to the hive. Then all the children share their writings. With younger children only the colors can be used for them to express answers of the above questions. - (reflective part of The Kolb`s cycle)

Variation: The illustration is used for the children to write what the bee could have done, so in a way they have the chance to make their own ending of the story. They may act out the ending they suggested, if there is time for enactment.



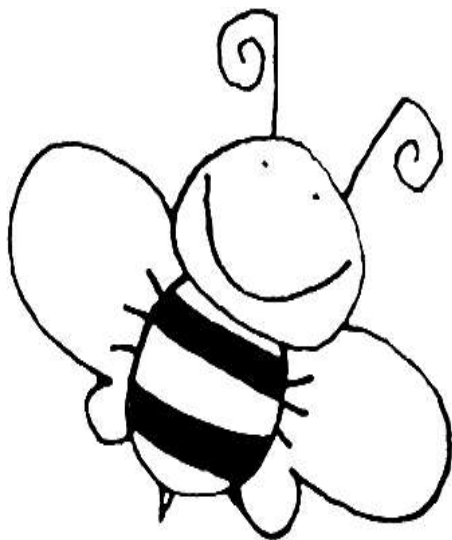
- **Debate and argumentation activity – “How to convince The Queen”** – The trainer continues to tell (or act with children) the story. During the story the children discuss with Bee Lee whether the queen should allow them to play or not and why. The story is stopped at the moment when Bee Lee and bee’s community goes to convince the Queen for their right to play. The trainer asks children to think and write in the wings of the bee illustration what arguments they will use to convince the Queen to give time and place for playing. Then all the children share their writings.

After the children share their arguments they play the real debate. They choose one child to represent Queen and 3-4 others to represent the community. Then (with the help of the whole group and the trainers) the children play negotiation with the Queen and they make the decision. Tip: Here we can discuss the democratic process, voting, referendum etc. - (generalization part of The Kolb’s cycle)

After the children make their decision the trainer tells THE END of the story.

- **Closing discussion** – First we starting with the question about finding link between the story and the real life. After the children share their opinion we ask them to share if all of us can do something to change situation.

At the end we ask children to writhe at the bottom of the illustration what they learned in this session. - (application part of The Kolb’s cycle)



Module 2 – Makaya, or the top of the tree

(authors Carla Saleta, Gergana Dzhenkova, Patrícia Amaral (Tixa))

1. Aims and Objectives of the module „Makaya, or the top of the tree“:

After studying the topic "Makaya, or the top of the tree", each student will:

- Know that they have right of non-discrimination.
- Raise their awareness about acceptance and tolerance toward differences.
- Can freely discuss the topic of disabilities, differences of different origin.

Attitude included in the module:

- Acceptance, tolerance, compassion; Appreciation of talent; (In this specific case we use it on physical disabilities but we believe the tool can be adjusted to be used on other differences as gender, sexual preferences, race, etc.)

Knowledge included in the module:

- Disabilities and differences; Animals and forest; Climate.

Skills included in the module:

- Expression of opinion; Debating; Listening and cooperation; Body expression; Expression through puppets.

2. Implementation

Age group – 6 - 10 years

Number of participants – up to 10

When – no restriction

Place – indoor or outdoor with possibilities for using puppets on stage.

Duration – 90 - 120 minutes

Support materials on the subject – the story:

"Makaya, or the top of the tree"

Once upon a time there was a little bird called Makaya and he could sing very beautifully. Every time he would start singing all the animals in the forest stopped what they were doing and listened to the song. The beautiful melodies made them happy.

Makaya lived in a nest on a top of a high tree. He never left the nest although the other animals loved him very much and always wanted to play with him. Every time he was invited to play, Makaya politely refused to join them and enjoy.

One day something unusual happened. Suddenly the sky started to change and soon big clouds covered the sun. Makaya was in his nest as usual and from the top of the high tree he could see a furious storm was about to hit the forest and destroy all animals' houses. "Oh, I have to warn everybody", Makaya thought. "They are my friends and I have to tell them about the storm coming. What would happen if they lose their homes? Quickly, quickly, Makaya", he said to himself.

And although he himself was very scared of the storm he started singing loud so as everybody could hear even those who were deep asleep. Makaya sang and sang and sang until he almost lost his beautiful voice. But everybody knew there was a thread for the forest.

In a while the storm hit and broke many trees but the animals were safe hidden in holes or caves. Their homes were also preserved.

On the next day, when everything was calm again, the animals went out of their hidden places and gathered to thank Makaya. They were so grateful to him for saving the forest inhabitants.

They went to the tree where Makaya lived and told him "You saved us all! Thank you from all our hearts! We want to throw a big party for you. Come down, play with us!" Makaya has never done such a thing before but feeling how much they wanted him to come down, he decided to take the risk and leave the nest.

Slowly he came down and everybody could see Makaya was only half bird. His other half was a snake's tale. All the animals were shocked! "Is it possible that the bird we all love and respect for what he did for us, is such a weird creature? What is actually he? Bird or snake?"

The animals got very scared with his body. They screamed and run far and away.

Poor Makaya... He got very sad and felt sorry for going out of the nest. Slowly he climbed the tree, got back to his place and decided not to go down ever again.

3. Educational activities with participants

- Games for **activating children** - exercise - 10 minutes

Thematic content:

- **Puppet's show** – instructors make the puppet's show to tell the story of Makaya in front the children. By this audience experience the story that gives examples of the problem with disabilities and acceptance.
- **Exploration** - Give the children the puppets you have played with to tell the story to get familiar with and explore how they are different from what we have as a general idea of an elephant, camel, turtle, etc. (The puppets can be origami dolls; puppets from recycled materials or other unexpected ones that are same time recognizable but extraordinary). Especially give more time for them to get familiar with Makaya - the half-bird-half-snake – to touch and explore his different body.
- **Discussion** – start the conversation with following questions:
What have we seen? (Resume the story)
Why do you think Makaya never left the nest?
What do you think the animals felt about Makaya, before he came down?
Why Makaya did finally came down?
Why do you think the animals ran away?
How do you think Makaya felt when the animals ran away?
- **Exercise** – lead the children through an exercise that promotes cooperation and experiencing motor difficulties:
Create a space for the children to explore the animals through their own bodies. You name an animal and everybody in the circle makes that animal using movements and sounds. The last one to experience is Makaya. Ask the children to try a body of a half bird half snake and move through the place like this (ropes and bandages can be used to reduce movements – but after proper risk analysis).
Ask them to share on their experience on the difficulty to move and their feelings.
Then split them into pairs and ask for the same exercise. This time one child is moving through space and the other one is helping them.
- **Discussion** – start the conversation with following questions:
How did you feel when you experienced being Makaya?
Was there a difference between the first time you did the exercise (alone) and the second time (with help)?
- **Conversation about their daily life** - start the conversation with following questions:
Do you know someone with physical disabilities?
What kind of disabilities do you know/have seen?
Do you think your town has facilities to people that have motor difficulties?



How do you act with this people?

- **Facilitated conversation on future behavior** - start the conversation with following questions:
What would you do when you see a person or a child with physical disabilities?
How would you make sure they feel accepted? What would you say?
If there is someone who is not supportive of people with disabilities what would you explain to them?
- **Exercise “The End of the story”** - as final step ask children to take the puppets and finish the story. What would they do playing the animals who initially got scared of seeing Makaya?
Facilitate a reflection on the ending. Are you all happy with the ending? Why? How do you think life in the forest will change with that ending?
- **Closing discussion** - give children to take a picture of a bird-snake and an inspirational sentence to remember their learning or alternatively, give materials to make their own bird-snake (paper and pencils to draw, easy origami, dough). Ask them to share with the group their pictures and sentences. Ask them to share what will remember from this session.

Module 3 – Bubba and Shanti

(authors Rawan Rishaq and Veneta Nikolova)

1. Aims and Objectives of the module „ Bubba and Shanti”:

After studying the topic "Bubba and Shanti", each student will:

- Know their right for freedom from discrimination.
- Develop attitudes towards intercultural dialogue.
- Raise their awareness about diversity.
- Show acceptance of the differences between people and focus on the similarities.

Attitude included in the module:

- Empathy; Respect; Imagination; Acceptance; Non-discrimination; Curiosity; Cooperation; To show diversity and teach/encourage acceptance of the differences between us, focusing on the similarities - Implementation of Article 2 from the UDHR - Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it is independent, trust, non-self-governing or under any other limitation of sovereignty

Knowledge included in the module:

- Article 2 (UDHR) - Freedom from discrimination; Intercultural dialogue; Geography; Biology - elephant's life and anatomy.

Skills included in the module:

- Decision-making; Critical thinking; Teamwork; Active listening.

2. Implementation

Age group – 8 - 10 years

Number of participants – 10 - 12

When – no restriction

Place – indoor with possibilities for projecting, playing music (sounds) and painting.

Duration – 120 minutes

Materials - 2 drawing papers (A3), paints & brushes, white board/flipchart, markers, newspapers, glue, multimedia or printed images, sound, 12 bubble making toys

Support materials on the subject – the story:

Bubba and Shanti

Once upon a time there was a baby elephant named Bubba. He lived his whole life in the African plains. Bubba had a wide imagination, sometimes he would stay in the watering hole after the herd was done drinking, playing by himself. He would make believe there were other worlds other than his own, and he would always play the hero in his own stories. Today he was pretending to be putting out a fire by splashing water from his trunk. He was having an especially fun time when he realized he could blow bubbles. He loved it and was chasing the bubbles and popping them, staring at them as they fly randomly. Then he decided to try and blow the biggest bubble in the world. So, he blew and blew and blew until the bubble got so big it surrounded his whole body!

It felt so cool and light inside the bubble, and suddenly when he looked down he realized he was floating in mid-air. He laughed, making the bubble jiggle, so he was quiet and still. A gust of wind lifted him up, up, up into the sky! Bubba was so excited, but also scared, he had only ever left home in his imagination. He had no idea what was really out there.

Another gust of wind came from the west and carried him east, Bubba let go of control and let the breeze take him where it may. He watched with curious eyes as the landscape below him changed into water. The bubble flew faster and faster, Bubba had never seen an ocean before! After a long while, the ocean led to the shores of a new land. This surface looked nothing like the African plains, they had been flat and easy to see all the animals on, but here the trees were so tall and thick that that's all he could see from above. This made him even more curious, and he decided to take the risk and go down to see for himself.

With great courage, Bubba stuck his trunk out and burst his own bubble. POP! And he fell down, down, down, luckily landing in a river. He drank, and shook the water off with his ears, and then he slowly started exploring. He noticed that the jungle was so much greener than home. There were so many little creatures living in the tangles trees. While walking, he had to watch out for roots and thorns on the ground. He struggled to walk without running into branches, when all of a sudden he heard a familiar sound. He listened closely and recognized it as the sound of a herd of elephants! He followed the calls until he found them all together feeding on some grass. He was so excited that he ran towards them screaming...

Bubba: JAAAAMMMBOOOO!!!

They all turned for a moment with puzzled looks on their faces, but none of the elephants gave him more attention, except for one little one, and she said...

Shanti: Namaskar! My name is Shanti.

Bubba: Jambo Shanti! My name is Bubba. Please tell me, where am I?

Shanti: You are in India! But now you tell me, why are your ears so big?

Bubba didn't know how to answer, and now he looked at the herd again and realized they looked very different from any elephants he had seen before. They were smaller in size, their skin was smoother and some of them didn't even have tusks. Shanti pulls her father's tail and says...

Shanti: Papu look, look how this elephants ears are so big!

Her father turns around and is shocked at how different Bubba is. All at once the rest of the herd surround him, staring and whispering. The father says...

Papu: Where did you come from, oh big eared elephant?

Bubba: From across the water, a land we call Africa.

Everyone: Oooooo Afriicaaa

Papu: Why do you look like this? Is something wrong with your skin for it to be so wrinkly?

Bubba: No....we all look like this where I come from.

Papu: Well then, how did you get over here?

Bubba: I, um, I....I flew over in a bubble.

Papu: Do you think this is funny? Someone who looks like you better not make jokes. Go back where you came from!

Bubba hung his head in shame. He knew no one would believe him. The herd all followed the father and left Bubba behind. All except Shanti who came back a little later to find Bubba alone and sad.

Shanti: Did you really come here in a Bubble?

Bubba: Yes, but do you really believe me?

Shanti: I guess I do, but it does sound crazy, and why would you leave your own land?

Bubba: I wanted to see another world. I was curious to learn what else was out there. And look, I found you!

Shanti: Hmm... Alright then, teach me more about Africa...

Bubba and Shanti shares stories and talked until the night. They became great friends, and every day Shanti would come visit Bubba to learn more from him about Africa and the creatures there. But she noticed that when he was quiet for a moment, he was sad, feeling left out by the rest of the herd. So one day she decided to do something about it. She went to her father and said...

Shanti: Papu, I think we need to accept Bubba as an elephant just like us. He is left out and alone, for what?

Papu: No way Shanti! Don't you see he is so different, he is too big and too wrinkly, he speaks words we don't understand. It is dangerous. I mean what is Jambo anyways?

Shanti: Jambo means hello in Swahili Papu, just like Namaskar in Hindi. We can understand if we only try! Imagine if I was in Africa, would you want me to be left alone like this?

Papu paused to ponder what his young, but wise, daughter was saying. He realized he had been wrong and decided to send with her an invitation for Bubba to join the herd. Bubba gladly accepted, and lived for months with them, ever so happily. He travelled India with them and learned so much about this land and its fascinating creatures.

One morning, Shanti awoke and could not find Bubba. She looked everywhere, until she arrived at the river. There she saw small bubbles, and she instantly knew that he must have flown away. Maybe he had gone back to Africa because he missed it, or maybe he wanted to see a whole new world because he was still curious. Either way, she never forgot him, and for every year after that when she saw bubbles at the river on that day, she wondered if she would ever catch her own and go with the wind.

3. Educational activities with participants

- Games for **activating children** - exercise - 10 minutes

Thematic content:

- **Interactive storytelling - the story "Bubba and Shanti" -**

children are involved in the story itself.

Tips for creating atmosphere of interaction: The story teller could have elephant ears, trunk or tale. At the moment of Bubba making bubbles, there are actual soap bubbles appearing. Using the movements in story (when Bubba is going up and down, from west to east) with the children.

While telling the story we could have images (multimedia or printed ones) showing different landscapes from Africa and India and elephants. Sounds – a sound of the elephant herd.

To make the story telling interactive use visual aids. Project a photo of African plains in the section of the story that took place there, a photo of the ocean while the travelling happens, and a photo of the Indian jungle once he arrives there. Also, the sound



of an elephant herd when Bubba first heard them in India. The timing and simplicity of the aids helps the children visualized, because they may have never seen a photo of these lands, which then helped them later with illustration. When we reach the part in story where the Father elephant and herd of elephants have to decide whether Bubba should stay or leave we *stop the story*.

- **Discussion** - The questions are:

Do you know what Jumbo and Namascar mean? (Saying hello in different languages – Swahili and Hindi.)

What was the name of the main character and where he was coming from?

Where did he arrive?

Was he different from the other elephants there?

Do you know people from different countries? Do they look different?

Do you have friends who look different?

Have you been to a place which is different from yours and how did you feel?

How do you feel when someone new comes into your space?

- **Illustration/application “The picture of Africa and India”**- children are divided into two groups. One of the groups is going to travel to Africa and the other one to India. After we split up the groups the educator asks them all about the elephants, and if they can draw an elephant. The educator shows how we can all make an elephant easily, by using only newspapers and glue. Then children are asked to help the educator make an elephant: Questions: how many legs does an elephant have, what else, a body? Ears? A tale? A head? And a trunk? After the demonstration kids are invited to make their own elephants. After we all have our own elephants, children start working within their groups. First task is to think what our elephants are doing – drinking water, eating grass or leaves, playing etc., then children have think of what their elephants are doing, then start painting the surrounding area and landscapes, depending on where there are – India or Africa. The educator helps them a little bit related to the different landscapes - how it is in Africa – desert, no many trees, is yellowish and etc. The same for India – greenish, lots of trees, the jungle, big rivers etc. Then kids are left to their own imagination to create the landscapes for what are their elephants doing there. Both teams have to share one big sheet of paper each. After they are done painting the landscapes, they have to place their elephants in the appropriate spot depending on what they are doing, ex. drinking at the watering hole. Then we place the two landscape drawings on the wall and move to the next step.

We ask for feedback on how they felt while working in the teams, was it easy or challenging, did they want to share from this experience? How did they reach decisions about placement of things in their paintings?

- **Parallel exercise** - we all together compare the two landscape drawings and what is each elephant doing there. It is very well illustrated the differences between the two landscapes and the shapes of the different elephants, but it is very important that we put our focus on the actions of the elephants and the fact that they are doing the same things – we need water, shelter, food etc... Meanwhile transferring that to our own reality, that we as the elephants are all human beings, we might look different, speak different languages but our needs are the same everywhere.



- **Decision making activity** - The children are asked to go back to the story and imagine that they are the herd of Indian elephants. They have to decide as group whether or not to include Bubba in their herd. When they reach a consensus we discuss, if they can't reach a decision, we vote. Questions at this time would be related to why should he be included, or why not, with the aim being to encourage acceptance and non-discrimination.
If the children choose yes, we read the rest of the story. If they choose no, we end with further discussion.
- **Feedback** – the trainers choose a method to extract from the children overview of the learning process of the session. It can be related to drawing, writing, sharing etc.
- **Closing** - we close the session by giving each of the kids a bubble toy, in which we ask them to close their eyes, blow bubbles and imagine a place they want to go to. They take the bubble toys home with them as a symbol and reminder.

Module 4 – Shoes and Juice

(authors Eva Navarro Campanera, Yasmine Nassif, Osama Mohamed Helmy Farag-Ozoz, Monika Rejtner, Hamza Zabalawi)

1. Aims and Objectives of the module „Shoes and Juice”:

After studying the topic "Shoes and Juice", each student will:

- Know the right to have the views of children taken into consideration.
- Know the context of the Article 6 from the Convention of Right of the Child (1989) - *The child, for the full and harmonious development of his-her personality, needs love and understanding. He shall grow up in the care under the responsibility of his parent's affection, moral and material security.*
- Can make decisions.

Attitude included in the module:

- Respect for self and others; Understanding.

Knowledge included in the module:

- Children will know their rights to have their views taken into consideration and be able to decide and participate. To know that parents must have their best interest at their hearts hence linking both together

Skills included in the module:

- Decision making; Communication skills; Comprehensive skills; Active listening; Self-expression.

2. Implementation

Age group – 8 - 11 years

Number of participants – 15 - 25

When – no restrictions

Place – Not specified- but not too small

Duration – 90 minutes

Materials - 3 colored cards for each child, paper, markers, beamer and laptop (if needed for presenting illustrations)

Support materials on the subject – the story:

“Shoes and Juice”

Can ya makan (Ones upon a time), a boy wakes up and goes to the kitchen to have breakfast like every day.

“Can I have scrambled eggs?” - asked the child¹.



¹ Could be altered to fit the social class, country or kids you want to work with.

His father gave him the dish and then he was surprised to see pancakes. "Maybe my dad lost his hearing during the night", thought the child to himself. But he eats it anyway without saying anything.



After eating, he goes to get dressed.

"Mom, can you give me the red t-shirt?" shouts the kid from his room².



Instead, he gets the orange t-shirt. "Maybe my mum lost her colorful vision during the night" he thought again. He wears the orange t-shirt and then gets ready to get off to school.

During the day, the child keeps wondering if anything has happened to his parents during the night.



(See footnote³)



"This is happening every day. I need to do something with that!!"

The evening, he looked around and saw his parents watching TV, so he knew that they are not deaf or blind.

"Maybe I should become a TV", he thought.

So he cuts off a TV-like frame and goes to talk to his parents. Thinking that this could work, the child is surprised to see that they did not listen again.

Next morning, when the child wakes up and goes to breakfast, his father asked him to bring him the juice.

SUDDENLY, the child had a brilliant idea!

Instead of bringing him the juice, he got him the shoes.



3. Educational activities with participants

- Games for **activating children** - exercise - 10 minutes

Thematic content:

- **Interactive storytelling – "Shoes and Juice"** - the story is framed in an illustrated book (could include special illustrations that are interactive) or by pictures of illustrations. Presenting the story could be done through narration and same time using illustrations by the book or projecting.

² Could be altered to fit the social class, country or kids you want to work with

³ If you feel like you need to add another example of the senses, we thought of using "olfactory sense", you can do that by adding the same sequence but with bubble bath shampoo. He wants a certain one but gets the other. The same can apply to the sense of touching using blankets as an example (cotton and wool).

- **Discussion** - right after the story, we make a discussion so as not to lose the content of the story. We ask the kids how they felt and what happened in the story.
- **Activity “Who should Decide?”** - http://www.eycb.coe.int/compasito/chapter_4/4_39.asp
(Description in “Support materials on the subject”)
We give children different decisions and ask them to divide into groups – Self-made decision, parent-based decisions, and joint based decisions. Then we talk about why each type of decision is made by the group and then come to the conclusion that it is related to love and understanding.
- **Application** - write or choose decisions and talk about them with parents. Maybe they could do an outline where they can get involved in participative-decision making in daily activities

Who Should Decide?

When is ‘old enough’?

(http://www.eycb.coe.int/compasito/chapter_4/4_39.asp)

Module 5 – The Lost Ball

(author Abdallah Ahmad Abdel Rahman Almomani, Shaker Said Attia)

1. Aims and Objectives of the module „The Lost Ball”:

After studying the topic "The Lost Ball", each student will:

- Raise his awareness with the kids in accepting other kids in another situation.

Attitude included in the module:

- Cooperation; Empathy; Respect the feeling of others; Self confidence; Acceptance.

Knowledge included in the module:

- Every child has the right to play even when he has minor or major disabilities.

Skills included in the module:

- Communication; Team work.

2. Implementation

Age group – 7-12 years

Number of participants – 10 -15

When – no restrictions

Place – no restriction

Duration – 60 minutes

Materials - Puppets, music, accessories, curtain and stage

Support materials on the subject – the story:

“The Lost Ball”

Children in the neighborhood are playing football and a young boy watches from the window. His name is Ali.

The ball falls inside the house so Waleed, one of the children, went to bring it from the house. There, he met the mother and asked her to bring the ball, and then Ali appeared to be standing behind the door. Waleed was surprised to see that he was sitting on a wheel chair.

Waleed realizes that Ali is sitting all the time by the window because he can't walk. Waleed asked the mother of Ali if he can play with them, but she was afraid to let Ali go alone outside. But Waleed convinced her and she realized that Ali is very happy to play. Ali's mother changed his clothes and then allowed him to go downstairs and play.

Waleed went to his friends and told them about how he saw Ali, at the same time, he told them that Ali was going to come and play with them.

One of the friends, Sami, didn't like the idea and he refused to give opportunity for Ali to play and he left the game. But Waleed played with Ali and Aisha, so Sami realized that he is alone and he returned back to play with them and he apologized to Ali.

The mother was watching the game and felt happy that Ali was playing. After that she called Ali to tell him that playing time was over. Finally, Ali says goodbye to his new friends and says that he will play with them again tomorrow.

3. Educational activities with participants

- Games for **activating children** - exercise - 10 minutes

Thematic content:

- **Introduction** - a "kid" (a pantomime) playing pantomime moves showing that he is sad then a happy marinate enters and starts asking the "kid" questions to know why he is sad, the marinate tries to make the "kid" happy, so she asks him to tell a story to make him happy, then the "kid" and the marinate go behind the stage and the story starts
- **The puppet show** – the story is presented by traditional glove puppets. At the end of the story: (The pantomime) goes out again with the marinate and starts singing and dancing with the audience, then all the other marinates go out to salute the kids and audience.
- **Activity** - After presenting the story, we combined two activities from Compasito: Blind Fold and Silent Speaker. In this activity, we blind folded kids and asked them to undertake specific tasks (tasks depend of the place and space we have) and also asked them to silently say sentences so as to get an idea of how hard it is to have something similar as a disability.
- **Discussion** - We asked the kids if they knew anyone with a disability. If they do, we asked them to outline the rights for each and every child with a disability and the rights from those who don't have any disabilities.
- **Application** – We ask the kids to list different voluntary activities that they can join to do with kids with disabilities.



Module 6 – Trunky

(author Osama Aboelezz, Dana Yanis, Maria Ulldemolins Urrea, Milena Leneva, Sarah Mohammed Elwy Abd Elaziz El Batrawy)

1. Aims and Objectives of the module „Trunky”:

After studying the topic "Trunky", each student will:

- Increase awareness of the right of non discrimination.

Attitude included in the module:

- Sense of justice and social responsibility; Desire to contribute to the betterment of the community; Respect for self and others; Empathy and solidarity; Curiosity and open mindedness; Diversity appreciation; Sense of responsibility for one's action.

Knowledge included in the module:

- Article of non discrimination; Image theatre; Scientific facts about nature; Self awareness.

Skills included in the module:

- Self expression; Self confidence; Conflict resolution; Imagination and creativity; Communication skills; Teamwork.

2. Implementation

Age group – 7 - 12 years

Number of participants - 20

When – no restrictions

Place – classroom, outdoor, theatre

Duration – 90 minutes

Materials - stickers - 8 different colors

Support materials on the subject – the story:

“Trunky”



Once upon a time there is an elephant that was born without a trunk. His name was Trunky. He used to depend on his mother to feed him and to wash him. Trunky could not get attached to the rest of the group because he couldn't hold the tails of the other elephants without a trunk. Trunky used to walk beside his mother everywhere. One day, his mother was gone and his life became tougher. There was no one to help him and care for him, so he became a burden for the elephant herd. So the elephants decided to leave him behind as he couldn't follow up with the rest of the herd. The leader of the herd talked to Trunky in a very serious way and said: "Trunky! Stop following us, you are so disturbing, look at you... Trunkless! As you can't keep up you need to

find another place to stay and other people to annoy."

Trunky was so sad and left his group and walked all alone to find another group. While walking Trunky used to whistle as not to feel alone and as he is trunkless he couldn't the sound of other elephants but he can whistle really well.

One day as Trunky was searching for food and water a group of birds heard him whistling in a beautiful way and said to him: "You whistle like us?" And Trunky replied: "Yes! That is probably the only thing I can do, I'm trunkless". "And so are we!" the birds replied back. Come with us, we can show you our place beside the river, where we live and have water. Come you look tired and you need to rest. "So little Trunky went with them and joined their group, and they became friends ever since. As days went by, drought season started becoming worse, and the groups of elephants were running out of water. Little Trunky thought to himself: "They are still my family, I should help them and show them the way to the river where I live now. So Trunky went to the herd saying: "You

really don't have to leave, I already know a place that can keep us all here with plenty of water", and told them where his place is. "Us? You are not part of us!" they replied. "You are trunkless, how could you even feed yourself or drink water! You're useless, go away to where you came from; we already have enough trouble to worry about!" The herd of elephants kept searching but could not find water, no rivers, no valleys - nothing... Which led them to wonder: "Maybe Trunky is right! Why don't we go at least and check, we don't have another option but to leave". The elephants grouped up and started walking to Trunky's place, where they found plenty of pure water and felt really guilty for treating him like this all this time, because being without a trunk, doesn't mean that you are useless. The herd went to Trunky and apologized and suggested to him to walk in front of them to be their guide from now on. Trunky accepted and lead the herd so that he doesn't need to get attached to the tails of others as he will be in front. Trunkless deserved this to be awarded for his amazing spirit.

3. Educational activities with participants

- Games for **activating children** - exercise - 10 minutes

Thematic content:

- **Interactive storytelling** - the children can experience the story through storytelling and if possible also through illustration, puppets or origami.
- **Image theatre I** - discuss how the children feel about the story through image theatre (form of theatre of the oppressed). The children have to act out 2 images from the story. The first image is when the leader tells the Trunky that he is slowing them down so he needs to leave the herd. The 2nd image will be the second conflict which is when Trunky is trying to tell them where the water oasis is and the herd is ignoring him. Reflection and discussion of images will be conducted.
- **Sticker game** - the children will relate the story to their reality and in general to their world by 2 ways (you can choose either or depending the human right article you want to highlight, whether it be non discrimination or disability).
Provide children with colored stickers on their forehead, each child will receive a sticker with a certain color. Only 4 children will have colors that none of the others have. The rest will create groups according to common colors, leaving 4 children without a group. Discussion will be conducted with children that belonged to a group and children that don't belong to reflect on how it feels to belong and how it feels not to belong to a group.
- **Image theatre II** - the children will be asked to reconstruct the two images they acted out during the reflection to potentially suggest solutions to the conflicts. Discussion will be conducted to conclude how to apply such solutions in reality to include and nondiscriminate.



Module 7 – Don't Judge a Book by its Cover

(authors María Ulldemolins Urrea, Lora Velichkova, Mohammed Abdelrehem, Barbara Malecka)

1. Aims and Objectives of the module „ Don't Judge a Book by its Cover”:

After studying the topic „Don't Judge a Book by its Cover ", each student will:

- Know how to cope with resentment in an environment full of stereotypes.
- Know the origins of stereotypes in the society and their environment.
- Be able to deal with the issues related to interpersonal differences.

Attitude included in the module:

- Sense of justice and social equality; Empathy and solidarity; Respect for the self and others; Open mind and appreciation of diversity; Sense of responsibility for one's own actions; Sense of human dignity of self worth and others worth.

Knowledge included in the module:

- Everyone has human rights and the responsibility to respect the right of others; Human Rights are universal; Human Rights provide standards of behavior.

Skills included in the module:

- Critical thinking; Addressing conflict positively; Consensus building; Active listening; Problem solving; Participating democratically in activities.

2. Implementation

Age group – 16 – 21 (High School) years

Number of participants – 10 - 20

When – no restriction

Place – no restriction; possibilities to use projector and sound.

Duration – 90 – 120 minutes

Materials – Images; The movie “Crash” 2004 (<http://www.imdb.com/title/tt0375679>); Projector; Computer.

Support materials on the subject – the story:

“Mansur and Pablo”

Mansur was 15 years old boy and had just arrived to Spain. His parents decided to migrate seeking a better life. He lived with his family in a Spanish city and he should have gone to school.

The first day he went to school was horrible. The teacher talked really fast and loud, opening her eyes and gesturing incomprehensively. However, this had not been the worst. His partner glances and their laughs and gossips. He needn't understand the words; Mansur could understand perfectly the meaning. That is way Mansur decided giving up school. He was afraid of the teacher, of their partners, of books, of white sheets of paper that he was supposed to fill with impossible words. So, every day he went out from home, pretending he was going to school so that their parents would not worry. But, he spent his time at the streets with friends from his own country who were older than him and who did not have anything else to do. They did not have a job. Mansur was in the street and each day he could see Pablo going to school.

Pablo was a student in Mansur's class and they were neighbors. When Pablo went to school, he always saw Mansur talking with his friends. He was scared when he passed by Mansur. Pablo's mother used to explain unpleasant thing about that kind of people. “*These immigrants come here to take profit of our money*”; o either “*These Muslims are crazy people, they are all terrorists, they are all pickpockets.*” Pablo could also watch the TV news about Muslim world: The Twin Towers, Attocha terrorist attack...

One day when Pablo was going to school, he turned right the street and at the corner he bumped into Mansur. Mansur was about to stumble. Pablo did not expect it and he got frightened and run away screaming: “*The thief, he wants to rob my wallet*”. Everybody in the

street was looking at Mansur. Pablo had already vanished and Mansur could not understand a thing. He did not know how but eventually he was taken to the police station. After too many hours waiting, he was all searched. However Pablo's wallet was not found and finally he could go home. He arrived at home really late and really sad. His mother asked him: "What do you arrive so late", and Mansur answered: "Because I was invited by a classmate to have dinner at his house. I am very tired mum, I go to sleep."

Pablo had gone home and had explained to his mother what had happened. When Pablo went to bed, and put of his clothes he found his wallet inside his pocket. From that day on his mother always escorted Pablo to school, going through a different way. As his parents had to go to work, Pablo had to take care of his sister. Every day, he had to cook the dinner and take her to bed. One day Pablo forgot to put out the fire and the frying pan was left there. After an hour, while he was finishing his homework, he suddenly saw the kitchen on fire. He tried to extinguish the fire but instead he was flaring it up. He went out to ask for help and he saw two boys who were running to the house. When they reached the house, he saw that one of the boys was Mansur. Mansur also recognized Pablo. He would remember this face his whole life.

3. Educational activities with participants

- **Introductory activity** – at the beginning we will work with the two perception images (see appendix) to warm up the group and to show then that the first perception is not the only one, and that sometimes it can be tricky. Here comes the first message – "You can't judge a book by the cover".

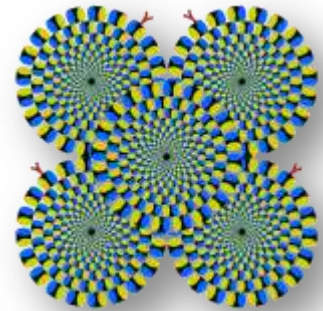
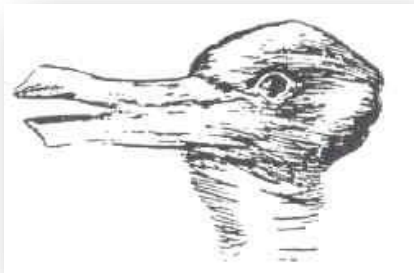
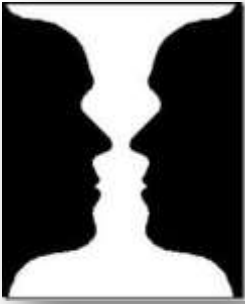
Thematic content:

- **Storytelling** – the trainer tells the story "Mansur and Pablo" with an open ending.
- **Discussion** – start a discussion with following questions:
Depending on the audience (for example, if they represent a minority), the focus would be in different parts of the story.
 - How did you feel?
 - What has happened?
 - Is there any bad/good guy?: STEREOTYPES
 - Analyses of Mansur's actions: Finding the reasons for Mansur's difficult life.
- **Role playing** - finishing the story by them – We asking participants (all together; in small groups; in couples) to finish the story and to play it (or to write the text and to read it). We discussing the results and comparing different endings.
- **Discussion** - start a discussion with following questions/topics:
 - How can we overcome the feeling of resentment?
 - Importance to give a chance to people.
 - Application of this critical thinking (why do this kind of people act in that way?)
 - How can you relate it with your real live?
 - How prevent ourselves of judging stereotypes and at the same time being responsible of our safety?
- **Analyzing video** – we projecting some scenes of the movie "Crash" 2004 - because it suggests different experiences about the same topic.

After this we discussing about audience personal situations and what is the best way to live for now on.

Personal action plans can be made here with list of actions or behaviors which participants commit to follow.

- **(Optional) Take a step forward** – this activity from "Compass" (http://eycb.coe.int/compass/en/chapter_2/2_38.asp) can be used in this session for to widen the understanding of discrimination for participants.



Module 8 – 1001 nights

(authors Hiba Huneini, Maria Salgado Voces, Veneta Nikolova, Yasmine Nassif)

1. Aims and Objectives of the module „1001 nights“:

After studying the topic "1001 nights", each student will:

- Raise their awareness on gender issues (stereotypes)..

Attitude included in the module:

- To be positive and not to have stereotypes based on gender.

Knowledge included in the module:

- To enrich the student's knowledge about equality and gender stereotypes.

Skills included in the module:

- To enhance the skills of the students in discussions of critical thinking, active listening and communication.

2. Implementation

Age group – 12 - 16 years

Number of participants – 20 - 25

When – no restrictions

Place – in classroom

Duration – 90 - 120 minutes

Materials - flipchart, paper, pens, marker and music

Support materials on the subject:

“Sherezada and 1001 Nights”

Can ya makan... there was a very powerful sultan named Sahryar. He ruled over a large land that reached as far as India.

One day, the sultan found out his wife had betrayed him. He felt really sad and that made him goes mad and believed that all women will, at the end, betray him. So every night for three years, the sultan took a wife for the night only and had her executed next morning.

One day, Sherezade, the beautiful daughter of the vizier, volunteered to spend one night with sultan. She was famous for her collections of thousand of books, her wisdom and wittiness. The great vizier was very upset with his daughter's decision, because he knew that she will die.

The first night Sherezade told her first story while the sultan lay awake. As the night passed bay, she stopped in the middle of story. The sultan said:

- You can't stop now. You haven't finished the story. Please, continue!
- There is no time, as dawn is breaking. - Said Sherezade.

So the sultan spared her life for one more day to finish the story. So the next night Sherezade finished the story, and then began a second one, even more exciting than the first, and stopped again half way vat down. So again the sultan spared her life to finish the second story.

Day by day, the sultan spared Sherezade's life, waiting the finishing of the stories. This lasted 1001 night, where the sultan had fallen in love. At the end of the 1001 nights Sherezade told the sultan that she had no more stories to tell him. So the sultan made her a queen and Sherezade was able to mold the sultan in to a kinder and wiser man.

3. Educational activities with participants

- **Introduction activities with children** - 10 minutes

Thematic content:

- **Storytelling** - Sherezade story telling during playing a soft music. We using reversed type of the story where all gender are turned opposite (sultan – sultaness; wife – husband etc.)
- **Adapted activity “Once upon a time...” from Compasito** – do the activity by using (reversed) Sherezade story and adapt to age group. (see below)
Discuss the story by asking the following questions:
 - How did you like the story?
 - Did you find anything unusual in it?
 - When did you find anything is unusual? Ask for examples.Then, ask the children to think of characteristics and activities that they consider typical of males or females in their everyday life.
Divide them in groups and let them fill two charts; one about typical gender roles and the other is non typical gender roles.
- **Comparing charts and finding links to stories and life** - evaluation of the activity:
 - We ask the children to compare the two charts.
 - Ask them to think of other stories where the characters have typical characteristics and tails where the characters have non-typical characteristics.
 - Did they experience situations in real life where there are characters that have non-typical characteristics?
 - Define stereotypes and we give examples.
- **Discussion** - ask the children:
 - Why are stereotypes unfair to boys and girls?
 - What is the connection between stereotypes of human rights?
 - What can you do to act against stereotypes?Make a list on the flipchart of what can be done to act against stereotypes and it will be hanged on the bulleting of the class.

Once Upon a Time...

See what happens when you reverse the sexes of characters in a well-known story

(http://eycb.coe.int/composito/chapter_4/4_19.asp)

Module 9 – The Rose and the Dragon

(authors Monika Rejtner, Elisa Felip Guimerà, Ghaith Al-Adwan, Sara Fernandes)

1. Aims and Objectives of the module „ The Rose and the Dragon”:

After studying the topic „The Rose and the Dragon ", each student will:

- Promote cooperation and respect among groups and social participation.

Attitude included in the module:

- Sense of justice and social responsibility; desire to contribute to betterment of the community.

Knowledge included in the module:

- Understanding democracy and the right to vote.

Skills included in the module:

- Decision making in group; cooperation; democratic participation in activities with peers.

2. Implementation

Age group – 8 - 12 years

Number of participants – 10 – 15 (Can be adapted to bigger group)

When – no restrictions

Place – No special requirements (shadow theatre can be made outdoors with box)

Duration – 90 minutes

Materials - shadow puppets + box + lights; role playing cards (characters); voting cards

Support materials on the subject:

“The Rose and the Dragon”

Once upon a time, the dwellers of a small village were terrified by the menace of a dragon that lived in the nearby caverns. They had been afraid of the huge beast for lots of years, since it had once come down to the village asking for food. First, they gave it their chicken, but these were far too small to soothe the dragon's hunger, so it soon asked for more. The villagers thus decided to give away their sheep and goats. Still, these were not enough to fill the stomach of the beast. Desperate, the people gave away their cows, but they soon finished too. The dragon was never fulfilled and it was greedy for food. Some time passed in which the villagers could offer it nothing, so it went down to the village and made this dreary request:

- You shall give me one of your children every day. Should you not fulfill my desires, this village will be swept away forever by my fury.

And to demonstrate its power, he set one of the village's houses in flames with the fire blowing from its nostrils. (1)

There was nothing to do but to obey. However, who was to be given away? Sure enough everyone was scared and unwilling to be eaten by such a beast. Therefore, something was to be done.

Someone proposed that fortune should choose who was to be given to the dragon. The king of the village approved this solution. The names of all the young people of the village were written down and put into a bag. The king himself took one of the pieces of paper and went suddenly blank. He was to give away his very own daughter, the most beautiful lovely girl the world had ever seen. (2)

When she knew the sad news, the princess cried desperately, but she bravely accepted her destiny. So she said goodbye to everyone and set for the dragon's den.

Soon after the princess had left, a handsome knight clad in a white costume with a red cross on it

and armed with a sword and a white shield with a red cross (Catalan version: the shield has a Catalan flag), reached the village. When he saw the gloomy looks in the villagers' eyes, he quickly asked the reason they were so sad. The king, who was clearly the one that looked more depressed, told him about the beast and the terrible fate that was about to fall upon his beloved daughter. The knight did not hesitate a second about what he should do. He promised the king he would bring his daughter back safe and sound and rid the village of the dragon's menace. He then galloped to encounter the beast in its lair. (3)

And no sooner could he have arrived. The scene he saw as he approached the cavern was terrifying: the beast was slowly moving towards the princess, its eyes fixed in the beautiful girl as he imagined what a tasty meal she would be. Jordi - for this was the knight's name - pushed his horse forward, as he drew out the sword that had served him so well in the right hand. With the sound of metal and Jordi's war cry, the dragon's attention was distracted. It swayed its head towards the knight and with an angry look; it blew a ball of fire towards him. Jordi had expected this, and his shield was ready to stop the first attack. Fear had now left him, and courage was the only guide of his acts. He was a fast and experienced swordsman, so he gave a quick blow that the dragon could hardly avoid. However, the beast quickly reacted and threw his mighty long tail towards our hero. His horse was badly hurt, and he fell down from it, but he immediately regained his position. The dragon was now looking him right in the eyes.

Jordi then took a risky decision, which was in fact his only possibility. He threw himself towards the dragon's mouth, as it prepared the definite fire blow. However, Jordi "quickly" moved to the right side and down under the beast's body and-with all the strength he was able to gather-stabbed the dragon right into its heart. The dragon screamed with all its might and collapsed. Jordi was only inches away from being killed by the enormous falling body.

The princess ran to aid his savior and embraced him. And then, magic happened: from the pool of red thick blood coming from the dragon's heart, a rose tree sprouted. Little by little, the tree drank the dragon's blood and brilliant wonderful red roses appeared. Jordi approached the tree and, carefully avoiding its spines, took the biggest and more sweetly-perfumed rose to give it to the king's daughter.

This is the reason why, from that day, the 23rd of April of every year, when spring bursts, Catalan men give their beloved princesses a red (sometimes multicolor) rose. As to why girls offer books to their knights in return that same day, there is no legend as far as we have been able to discover.

3. Educational activities with participants

- **Introduction activities with children** - 10 minutes

Thematic content:

- **Storytelling** - use shadow theatre. The story can be stopped on 3 deferent points (for children to be asked for continuing the story and voting the end). "Stop Points" are marked in the text of story by numbers 1, 2, 3. Certain point is chosen by the educator.
- **Role playing** - After stopping the story some roles are given to different children (king, princess, shoemaker, villagers, and knight). They have the opportunity to decide by voting the best option to the end of the story. (Voting cards: They are going to write in a card what they want to vote about.)
- **Group statues** - understanding and express emotions - Dragon, village and rose. One by one participants go to ornate the statues. (if it isn't a big group, we can only do two statues)
- **Discussion** - Talk about vote experience and equality. Explain democracy rules and apply to their experience in real life and what's the value of it, how is your vote important.
- **Finish the story** – after final discussion the original story is told to the end.

Appendix

SHARING:

Movies

- La Belle Verte: http://www.youtube.com/watch?v=b1b5acYE_Q0
- Pursuit of Happiness
- Incendies by Denis Villeneuve

Music

- Zaz
- Macaco
- <http://www.youtube.com/watch?v=c8dxKscdx78>

Interesting Links

Human Rights Education

- Compass: www.coe.int/compass
- Compasito: www.coe.int/compasito
- <http://peaceoneday.org/> Jeremy Geley
- Gender Matters! (Gender issues): <http://eycb.coe.int/gendermatters/>

Euromed:

- T-kit 11 mosaic: **The training kit for Euro-Mediterranean youth work** > http://youth-partnership-eu.coe.int/youth-partnership/publications/T-kits/T_kits

Children's literature and tales

- Galeano, Eduardo: The Book of Hugs
- The Paper Bag Princess
- Said, Eduard: Out of place.
- Ghassem-Fachandi: The little Lantern
- Oh the places you'll go.
- Iceland / nordic Legends.
- For Every Child
- Shaun Tan: Emigrantes
- La Cenicienta que no Quería comer Perdices
- Mayoralaine Leray: Una caperucita Roja
- Sopa de sueño y otras recetas de cocina
- Moure, Gonzalo: Palabras de Caramelo
- De Saint-Exupéry, Antoine: The Little Prince

Arts

- <http://en.origami-club.com/>

Stories

“The Silver Child”

Once upon a time, there was a child who lived in a small village in the coast. This child was so white, even his hair was white, almost silver, so everybody called him the Silver Child. Everyone in this village loved the beach, so everyone was very tan, the Silver Child had something special, when it was full moon, you could almost see him shine.

The Silver Child and all the children in the village spent all the day every day in the beach. They loved to surf, to play with the waves, recognize the patterns, and when the night came, they

would all look up to the Moon to say good night before going to bed. The Silver Child was especially in love with the waves, he wouldn't have time for anything else but surfing, he would have lunch and leave all the rubbish on the sand, just so he wouldn't miss any waves.

One day, the waves started to be smoother, lower, and less frequent. Each night, when he looked up at the Moon, he could see her more unhappy, her smile was fading. Day after day it was more difficult to surf, until one day there were no waves at all, and the Moon was totally upset.

The Silver Moon kept going each day to the beach, but he had nothing to do. Playing with the sand was too boring; climbing up the trees wasn't fun, so he just sat on the sand, trying to understand what had happened. He was so bored; he started to play basketball with the rubbish on the beach, and collecting it inside a rubbish bin.

The day after, there were some waves, the Moon wasn't so miserable, the Silver Child and all the children were really happy, but still, the waves weren't big enough to surf. So he told the rest: "let's play basketball, its fun!" And so they did, they made teams and the one that collected more rubbish would win. That night, the Moon was especially bright, and, maybe even happy.

When they woke up the day after and reached the beach, there were huge waves, many of them, high waves and low ones, sets of tubular waves, and others so small and fast, they could surf them from one side of the beach to the other.

The Silver Child was really excited, he ran to the sea, and swam inside; he sat on his surfing board and looked at the beach. He realized it was clean. With their games, all the rubbish had been collected. The Moon was smiling, the waves were big, so, if they kept the beach clean, they could surf forever. So he understood: if they took care of the beach, the beach would take care of them.

Elisa Felip Guimera

A little story that comes flying from South America to Jordan...

"Victor and his Kite"

CAN YA MAKAN...



Victor was a boy who lived in the Brazilian Favela of Santa Marta, in Rio de Janeiro. He was eleven years old and every afternoon, when he came back from the school, Victor went up to the flat roof with his Kite.

He looked at it and he saw a broken, ripped and dirty Kite. He took it with his hands and tried flying it. But it didn't fly. Sometimes it started climbing but it always fell down.

Victor felt sad. He wanted to play with his Kite but he couldn't. So he started thinking what he could do.

Suddenly he heard some noise; Toc-Toc-Toc. He followed it until he found his mother, who was fixing the door of the house that had been broken with the last storm. Victor watched how his mother used the hammer and the nails with precision, care and love, and when she finished, he asked her for the hammer and four nails.

He went up to the flat roof and used the hammer and the nails to fix the sticks of his Kite, with precision, care and love.

When he finished, he looked at his Kite and he didn't see it broken anymore. Now it was strong, it was able to deal with all the winds, it was brave enough to fall down and rise up again.

But Victor thought it was still a ripped Kite and it could not use the strength of the wind to fly...

Victor decided asking for some help to his grandfather, who was a very wise man. He found him sitting on his favorite chair. He had fallen slept while he was sewing up one of his ripped socks. In his hands, he had the thread and one needle. Victor took them, without waking him up, and run to the flat roof. He started sewing up the cloth of his Kite. Sometimes he hurt his finger with the needle. It's not easy to heal some wounds... But little by little he learnt how to do it and with precision, care and love he achieved to sew up all the cloth of his Kite.

Victor looked at his Kite and he didn't see it ripped anymore. Now it was resistant but also flexible,

like the palm trees in Brazil.

But Victor thought it was still a dirty Kite. It seemed very old... and how could it be old if that was his Kite, the Kite of a child?

He spent lots of days thinking what he could do, until one afternoon when he met his friend Andrea. She was painting a shirt with colors and she was enjoying it a lot. Victor asked her if she could help him to paint his Kite with colors because he had never painted something so important for him and he didn't know what colors he should choose. Andrea accepted and they went up to the flat roof. They started playing with the colors with care, love (and not a lot of precision this time) and Victor was enjoying it so much that he felt able to paint the most beautiful masterpiece in the world! And he did, in the end of the afternoon his Kite was full of lovely colors.

Victor looked at his Kite and he didn't see it dirty anymore. Now it was a new and funny Kite, a proper Kite for a child like him.

He looked at his Kite with precision, care and love, and he saw it strong, resistant and beautiful. For the first time in his life, he felt proud of it.

Suddenly, a gust of wind rose up the Kite, and, with him, Victor also started flying.

From the sky, Victor saw lots of lonely children in their flat roof, with their broken, ripped and dirty Kite between their hands.

Note:

I thought this story could be worked to create an educational tool, because the Kite is just a representation of what Victor thinks about himself and it can be useful to talk about what he does to take care of his Kite so it can fly (so, what he can do to take care of himself so he can be happy and he can go wherever he wants). For me it's also interesting that he has to ask for some help to do this process but is always himself who uses the tools that he finds. And finally, maybe it could be funny to invite children to draw or build their own Kite (as they see it now), and then try to think how they could make it more strong, resistant and beautiful. Like this, we could work with every child trying to discover how he feels about himself now and what he thinks he can do to change and feel better.

I hope you could understand my poor English... and I hope you liked it! And maybe we can work on it together someday!

Thanks for reading it!
Big hug from Argentina!

Rosa Turbau Valls

Universal Declaration of Human Rights

<http://www.un.org/en/documents/udhr/index.shtml>

Source: United Nations Department of Public Information, NY

Convention on the Rights of the Child

<http://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

Source: United Nations Department of Public Information, NY

References

UN Office of the High Commissioner for Human Rights - <http://www.ohchr.org/EN/UDHR>

UN Office of the High Commissioner for Human Rights <http://www2.ohchr.org/english/law/crc.htm>

COMPASS Manual on Human Rights Education with Young People - <http://eycb.coe.int/compass/>

COMPASITO Manual on Human Rights Education for Children - <http://eycb.coe.int/compasito/>