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TEACHING THROUGH DOCUMENTARY FILMS















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TEACHER'S HANDBOOK



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1. INTRODUCTION TO THE ONE WORLD IN SCHOOLS PROGRAMME (OWIS)

The goal of the **One World in Schools programme** is to raise young people's awareness about the challenges of today's world and current social issues as well as to initiate a debate, think critically and formulate questions and educated opinions about human rights and other relevant issues.

The programme also aims to promote an understanding of the global processes that influence the lives of people in the world and to cultivate a sense of responsibility that will actively encourage them to contribute to addressing current problems at both local and global levels.

Our experience shows that screening of a documentary film is one of relatively simple, nevertheless very effective mean to familiarize the public with a wide range of topics of world and domestic affairs. Film, as a modern audiovisual device, can not only present information on these topics in an attractive way but also bring unique stories of real people, whose lives directly and indirectly affect them. Documentary films can serve as motivation for active resolution of specific issues and problems. Screening can be single-use, but you can also present a complete series. In this case, it is necessary to prepare the concept in advance.

Programme history

One world in Schools is an extensive educational programme which was started by People in Need since in Czech Republic in 2003. The programme provides schools with documentary films and methodical handbooks for teaching about topical subjects concerning today's world and modern history. Since 2012, the programme has been running in Armenia.

Characteristics of the films used for school screenings

The One World in Schools programme uses documentary films that are mostly chosen from the selection presented at the annual One World human rights festival, which has been organized by People in Need since 1999. In general OWIS projects select films according to the topic which the specific educational material is focused on.

The films should be interesting and have the ability to captivate the students' attention. Films are selected because they are thought-provoking and pose basic questions that the students can relate to. The films help increase awareness among young people by raising questions and pushing students to search for answers, drawing parallels to the students' own lives and encouraging them to form independent opinions. One World in Schools utilizes films that reflect today's world without lecturing the audience. By using the medium of film, the project gives the students the chance to experience emotional conflict and interact with others as opinions form and understanding grows.

Based on evaluations and reviews, teachers and students have found out that documentary films in the classroom do enhance opportunities for learning citizenship by promoting in-class dialogue and introducing a global dimension to their curricular themes. Thereafter, the OWIS programme has been working on promoting the use of documentary films as a learning resource in other countries and working with partner organizations in each country to assist them in developing materials and adapting the project to their specific cultural setting.

2. INTRODUCTION TO THE EDUCATIONAL MATERIALS

a) How to use the handbook

The educational toolkit consists of the DVD with six films and social spots and methodological handbook. The films and related activities are focused on the human rights through following main themes: Migration, Labor Rights, Conflicts and Reconciliation, Tolerance/Accepting Differences and Environmental Issues. The material is designed to guide teachers in facilitating the necessary learning activities for each film.

Each film and didactic materials (especially the activities) were tested in pilot schools to find out whether the selected activities are appropriate and help fulfil the goals of the project. The pilot part of the project usually took s place at 10 schools and after its completion the materials were reproduced in the desired amount and distributed to schools that are interested in using them.

The methodological handbook has been developed as a structured guide for teachers to assist them with preparing their lesson plan. Methodological handbook contains the following parts:

- How to work with film in classroom in this part you can find basic rules how to work with film in education. There is also information about how to prepare the screening, reflect on the film and organize the discussion after the screening. This part includes also the list of frequent problems and recommended solutions.
- How to work with social spots social spots are specific kind of audiovisual material. They are popular among teachers because they are short and communicate a lot of information. In this part you can find ten basic rules how to use the social spots.
- Guidelines for interactive learning: in this part you can find basic rules for interactive learning and the description of the most common interactive methods. These are general methods which can be used when working with any topic. That is why they are presented separately in the handbook. The practical examples of the interactive methods are in the film and social spots section.
- Do It Yourself Screenings: this part is designated primarily for students. Do It Yourself are screenings organized by students for their peers or for the whole community. Students will find here simple guidelines on how to organize a public screening, followed up by a discussion.
- Film and social spots section this part is divided according to films. Each section follows the same structure, but the activities are chosen so that there is a certain amount of flexibility for teachers to decide which activities to include in a particular lesson. It is important to note that each activity has been selected specifically for use with a certain topic/film or sub-topic and these are noted at the beginning of the description of the activity.

Each film section includes:

- Synopsis: serves as the first information about the film. It includes basic information about the film (director, country of origin, year when the film was made and length) and the short description of the plot of the film. This part serves as a basic. Based on the reading of the synopsis you can decide if the film fits into your class.
- Background information: provides teachers with basic information on the issue that the film is devoted to. Background information is provided in the form of questions and answers. The questions were compiled by the project team on the basis of feedback from students

from pilot schools. The answers are created by experts on the given theme. In this part you can also find more sources in case the students or teachers are interested in further research on the topic.

- **Reflection:** special kind of activity that helps to reflect the thoughts and feelings of the students after screening of the film. Each film should be followed by the reflection because students may have a difficult time dealing with the topics of the films. It is also important in order to help them gain new knowledge.
- Activities: at the beginning of each activity, details are provided on how long it takes to complete, age of the target group, needed tools, the goal or aim of the activity along with recommendations regarding which subjects it is suitable for. In this part you find the step-by-step description of the procedure how to implement the given activity with students. In case a worksheet is needed, it is placed in the end of the activity. It also contains information on whether it should be conducted before the film screening (e.g. as a "warm-up activity"), whether it can be conducted separately, or whether it should follow another activity.

b) How to work with film in classrooms

Teacher should watch the film before screening in the classroom - it is important to watch the film in order to better prepare the learning activities, have an opportunity to do some independent research on the topic if needed, and decide which scenes to show in cases of time limit of the class session. Some documentary films may vary according to their topic, extent and depth to which they pay attention to the various issues in the film. The film should correspond with the level of abilities and developmental level of the students. At times the film may be long or may use a difficult *genre* of the film.

Have preparation time for debates – based on experience, it is always better to start debates, especially of controversial topics, with a good amount of background information. In order to make sure that the teacher can respond to students' inquiries and opinions in an informed manner.

Preparation before the screening – it is recommended to prepare for the screening – the technical part such as choice of technical equipment, size of classroom, being able to use curtains or dim the lights. For learning, present and discuss students' understandings and experiences of the topic and interactive methods to demonstrate the main points of the topic.

The goal of the projection – In addition to new facts and knowledge, the goal should also focus at further understanding the theme at hand, its global dimension and perhaps a positive change in attitude towards the topic. The documentary film uncovers different angles under which the difficult problem can be viewed rather than ready-to-go solutions. It is important for the students to engage in discussions among themselves and, with the guidance from the teacher, determine what do they want to achieve in the classroom. For the teacher it is important to make oneself understood with the pupils and to specify precisely what is expected of them. Even small objectives are very important. It is also important to highlight the empathy approach for the students: to help them put themselves in the character's shoes in order to understand them better, and to enhance the students' abilities to identify and understand the others' situations, feelings and motives.

Use only part of the film – Because of time constraints and different ways the classes are structured, it is possible to screen only a sequence of the film so that we can discuss a certain

topic the film may uncover. The topic may be difficult so it is important to keep enough time for discussion and an activity after the film to make sure students have time for reflection and questions & answers before they leave the classroom. In cases where only a sequence of the film is used, the entire film can then be shown within a film club screening.

Reflection on the learning experience – An important part of the screening is reflection. Often the documentary film portrays facts, emotions and stark reality. The students perceive all this in a strong way. Reflection immediately after the movie (first impressions on the film) is screened allows for the students to express their immediate concerns and feelings, manage their emotions and clear possible emotional tensions in the class atmosphere. There are various ways to conduct reflection, and it is also important to realize the type of class sits in front of the teacher. There should be another reflection (lessons learnt) after the end of an activity or the end of class. Also note, that some interactive methods such as mind map, or activities themselves could serve as a reflection. Teachers can use their creativity to decide how they conduct reflection.

Students' reactions – Often, students may yield different reactions from what we or their peers expect. Students bring into the classroom various types of experiences and understandings of the topic. So, it is important to realize that students will react in their own unique ways, which can provide important material for the classroom activities. Being aware of various reactions would, therefore, require extra sensitivity from teachers while facilitating classroom learning.

The presence of an expert – it is desirable to invite an expert on a particular topic for discussions of difficult topics. The best experience is to invite people who have a lot of practice in the field with the issue at hand (outreach social workers, directors or actors in the particular documentary movies, students from other schools who have success stories from working on similar topics or NGO workers). If funding is necessary, seek possible assistance from the school, sponsor gifts or grants or parents. It is also very important to meet with the experts and discuss the lesson plan before inviting them to the classroom.

Working with a map – Each film takes place in a country around the world. It is, therefore, helpful to show the students the country's location on a map.

Film clubs – film screenings can be used not only for work in classrooms but it is also possible to establish film clubs in schools as an afterschool club. It is also possible to hold weekend screenings focused on a certain topics or cooperate with other schools in the community. The students can facilitate the discussions after screening the film in the film clubs.

Let's look together at what is possible, not what is impossible.

Reflection of the film

Reflection is very important part of using documentary film in education. The documentary film often captures facts, emotions, and shows a harsh reality. Pupils perceive and experience all these moments. Reflection allows them to be responsive to them immediately after the screening. It is the way how to express their feelings and release tension.

There are many ways and techniques how to do the reflexion (free writing, creating a rhyme, expressing the feeling by a sound or movement, etc). It can be done also by the game. When you are choosing the technique it is important to think about the suitability for the class or group of pupils. You can find many examples of reflection techniques in this manual.

During reflection students formulate new knowledge, learnt material, change in attitudes and skills. Despite the importance of reflection it is many times left out because of lack of time. Even

if you do not have time do the reflection. For example ask the pupils to express their feeling from the film by one word. This activity takes a maximum 5 minutes.

Reflection is not discussion. Reflection is about expressing of the feelings after watching the film. During reflection nothing is wrong or right. Discussion help student to formulate their opinions, learn how to argue, create critical thinking and make compromise.

Discussion after the film

Screenings can be supplemented by a group discussion that follows. The aim of the discussion is to reflect on the topic of discussion from multiple perspectives and create a well-founded opinion on it.

It is also possible to invite a guest who knows more about the subject for a discussion and will be able to answer questions from the students.

Discussion of the topic is an important means to teach students critical thinking, but it also creates an interesting interactive space, which allows the students to share their feelings from a new experience, to exchange their opinions with others and enrich their knowledge.

In the discussion, unlike in the debate, do not look for concrete solutions to a problem. It is more about conversation and exchange of different views.

You can find detailed instruction on guided discussion later on in this handbook, in the section on Interactive learning. Useful tips for moderators and debaters can be found in the section on Do It Yourself Screenings

Frequent problems and solutions

I have technical problems

Teachers in pilot schools often fought with technical problems: the computer lab is not available, the computer, projector and sound system do not communicate with each other and so on.

Recommendations: Always test the technical equipment before the screening. Ask your students for technical assistance – dealing with both hardware and software is natural to them. Also in most cases complicated IT equipment is not necessary. In the pilot schools, excellent lessons took place with a single laptop only (without projector or speakers).

I have to follow my programme and have no space for the films

The films are definitely not the suitable for every topic of every subject. They are useful mostly in the social science subjects. Teachers in the pilot schools successfully used the materials from this handbook also for example in classes of modern history and delivered tough issues to the students easily. Also, the materials are useful in situations, where official textbooks on the given topic are not available yet.

I have no time and energy to prepare lessons with the films

It is true that trying new methods costs energy, however the teachers from pilot schools report that using this method is in the end not difficult or time-consumming. Only at the beginning, motivation to try something new is needed. Then, with growing experience, preparation of interactive lessons doesn't take any longer than preparation of the traditional ones. And both teachers and students enjoy interactive lessons much more that the traditional ones.

c) How to work with social spots

- 1. In the beginning of the work with a social spot, it is important to realize that it is a specific (and interactive) teaching method, it is not just about the screening itself.
- 2. It is necessary to watch the social spot before the planned screening in the classroom, and thus get ready that it can evoke strong emotions or controversial attitudes. It is helpful to study the topic the spot deals with so as to be able to answer any potential questions.
- 3. Before the screening of the social spot, it is necessary to **explain students what is the goal of this kind of method**, and consequently **find out what students know** about the topic from the spot. We can use short motivational activity, brainstorming with initial discussion, etc.
- 4. Immediately after the screening of the spot it is helpful to let students to reflect on their views and opinions, which they presented before seeing the spot (what would they change, say or do differently).
- 5. With each spot (or group of spots with a similar topic) it is appropriate to use **activities**, where students will be able to use their own life experiences, (from family or school), but also knowledge from other education subjects.
- 6. Because the work with social spots encourages discussion (especially in certain topics), we should use such approach so as to create the **most pleasant atmosphere possible** in the classroom. We should **be open and partner-like** in our approach to students. We should also lead students to the same goal.
- 7. During all activities students should have the **opportunity to mutually help each other, give advice, discuss and cooperate**. Each activity should lead towards a concrete output, which the students can present (we can stage the presentation also as a defense of one's opinion).
- 8. When working with social spots, one often works with opinions, values and life attitudes, therefore it is not appropriate to force students to answer, nor is it appropriate to evaluate these answers. We recommend letting students freely (of course in a polite way) express their opinions or attitudes, and perhaps help them to look for other angles and views to a given problem.
- 9. Students should have **enough time to get to know the topic of the spot**, but also **for completion of the activity** and potential presentation.
- 10. After completion of the work with a social spot it is good to **guide students towards self-reflection**, which would help them to evaluate (or at least attempt it) potential change of their opinion or attitude.

3. GUIDELINES FOR INTERACTIVE LEARNING

General recommendations for teachers

- 1. The idea of one and only solution should not be forced onto students.
- 2. Challenge students to creating their own opinions and thoughts.
- 3. Give positive feedback to the behaviour/thought which focuses on the main goal.

- 4. Create a feeling of common responsibility for a group project.
- 5. Make sure that everyone participates and that everyone has a room to express themselves.
- 6. When making comments about any part of the results use non-judgmental language (e.g. instead of "You are not able to understand what was asked of you. Use: "In this exercise you diverted from the original task.)
- 7. Start a discussion with topics which are well understood and common to everyone, so that each person has something to say.
- 8. Present current and interesting topics, use examples from subjects/settings that are well-known.
- 9. Work with short, clear and concrete tasks.
- 10. Make sure that in each section of the task, students know what they are supposed to do.
- 11. Do not run away from a conflict, press for clarification of controversial topics.
- 12. Spend enough time on reflexion of finished tasks.
- 13. Create conditions for formulation of new attitudes and opinions.
- 14. Set up rules for discussion: It is helpful to write these rules, together with the students and make them visible in the classroom.
 - a) Each person gets a chance to speak, one person speaks at a time, no interrupting others.
 - b) Listen to opinions of others even though you may not agree, do not quarrel.
 - c) Speak to the topic and do not divert the discussion from it. Speak clearly and avoid long stories and examples.
 - d) Be prepared to change your opinion and explain this change.
 - e) Do not try to persuade others but more so try to explain your opinion.
- 15. Pay attention to what is happening in the classroom and its surroundings.
- 16. Do not judge, you are not the critic or the parent, you are only helping to uncover various points of view and understand the difficulty of the topics and even the difficulty of finding solutions.
- 17. Be able to say that you do not know something, be a partner not an expert.
- 18. Value the students, during the whole time praise their achievements.
- 19. Do not forget the theory spefically using documentary films in the classroom allows to follow according otherwise formally used principle about dividing the educational unit into three parts:
 - a) **Phase 1 evocation**: finding previous experiences, knowledge; the activity is up to the students, this phase should primarily provoke their interest in the topic; at some moments it is appropriate to use games.
 - b) **Phase 2 Realizing the meaning**: this is the transition of information itself, finding out new facts, connecting information into larger parts all this is allowed by the use of film and its content. In case it is needed there can be a section with basic information before the film screening.
 - c) Phase 3 reflexion: students formulate new knowledge, learnt material, change in attitudes and skills; this is an integral phase, however many times it is left out because

of lack of time and the teacher conducts it her/himself without the active participation of the students; even here it is possible to use game like activities.

BRAINSTORMING

This method develops creativity and imagination, it helps find solutions for various problems and can explain the basic principle of many terms. The advantage is that even less-active students can join in and participate. It helps to lessen the shyness of students, strenghtens their self-confidence – students realize how much they know even without the usual lecture from the teacher. This way knowledge, which is found together, has a better chance of being remembered.

Instruments and rules:

- a) Clearly state the problem, which is to be worked on, or choose a term to be discussed.
- b) The students state their perception of it, note all the ideas immediately on a black board or a flip-chart.
- c) We do not judge or criticize any ideas. We support independent and spontaneous thinking. We do not arrange or put the student's ideas in any order.
- d) The students hold back on comments about other's thoughts, ridiculing remarks or belittling the ideas of their peers.
- e) If ideas keep coming, we keep writing them down.
- f) If the classroom size is large we can start with work on a topic in groups. The ideas are then presented by the speaker of the group and others can add comments.
- g) We categorize the material and ideas we have from students. We can look for an optimal solution. We assess and summarize the issue.

An example of an activity based on the Brainstorming method, is the activity **«How does one live on the street»** of **Kids Rights' Mesba** film.

GROUP WORK

There are many benefits to group work: Students learn the rules of cooperation. They learn to find out who takes on the leadership role in the group as well as their own role and develop their own communication skills. Together they learn to work together when they have different opinions, understand when it is better to allow a compromise to happen and when it is important to keep their opinion and stance. They uncover the principals of conflict, learn how not to run away from it and look for solutions. This method allows for the involvement of students who are less active.

- a) Divide students into groups either randomly (e.g. by casting-off), or according to a rule (boys/girls, co-ed groups including excellent, average and weaker students together, and so on).
- b) The number of members in the group can be different, an optimum number is five students (odd number can ensure the majority of an opinion when voting). If there are more students in the group than five, not everyone can get heard, the work can slow down and become less effective.

- c) If there are problems in the beginning of the group work, we provide assistance to clear things up, explain and then let the students work independently.
- d) Set the task clearly. We make sure that everyone understands and that everyone has enough information for their work.
- e) Set the time limit in the beginning. It should be long enough to allow for quality work.
- f) The members of the group sit together so that they can hear each other well. Only that way, each student in the group can be involved.
- g) Each person in the group should be heard. The rest of the group learns how to make compromises and cooperate.
- h) It is important to teach the students to have the willingness to listen, to support others and solve conflicts which may arise.
- i) During some activities, we can gradually increase the size of the groups, from two to four and larger.

During the group work we should:

- evaluate the group as a whole;
- try to increase the whole classroom activness;
- walk around the classroom and assist if needed. Do not take over the leadership. Rather, listen to the students.

An example of an activity based on the Group work method, is the activity **«Forbidden** – **allowed»** of **Kids Rights' Anne** film.

MIND MAP

This method allows students to formulate and organize their thoughts and analyze a certain term or issue. This allows them to quickly organize their opinions and attitudes. A clear portrayal of individual terms which are connected to each other persuasively shows the difficulty of the issue in all its extent. In addition to that, the mind map offers a motivation for further activities and for gaining new information for a given subject. There will ultimately be questions to which the classroom does not have answers. This can become a base for a discussion on a certain topic. This method can be combined with group work.

- a) An as example, we draw a central part of the map on the blackboard = term which will be discussed (*e.g. conflicts*).
- b) To this central part we attach new terms, ideas or questions, the way students name them (e.g. What kind of conflicts do we know? What are some ways to solve it? What are the reasons for conflict?).
- c) We further develop the attached questions according to students' ideas about them and gradually add them into the map which is forming in front of us (e.g. To the question "Which conflicts do you know?" we attach: religious, ethnic, relationship, generational, etc.).
- d) The method of creating the map repeats itself by the development of certain terms.
- e) At a certain point we can interrupt the creation of the mind map and ask the students to only develop a certain part of the map, the one part we would like to focus on in the particular class. We can outline this part of the map in color.

- f) Each idea is taken into consideration and we note everything the students know and what ideas come to mind.
- g) We forget the "wrong" and "correct" evaluation categories.
- h) After a given time period passes, we lead the students to draw a conclusion and agree on it (if the class works in groups, we come to this step only after each group presents the results of their groupwork). This way we get a clear picture about what the class knows and thinks about the topic. At this point we can finish working with the mind map.
- i) It is also possible to ask students to create their own rules for the activity instead of the teacher presenting them to the class.

What can follow:

- 1) **Specification or categorization** of the information gained. We can use colored markers to distinguish certain types of information (e.g. facts vs. subjective information).
- 2) **Lecture** we can give out basic facts.
- 3) **Discussion** we can choose one of the controversial topics.
- 4) **Project** together with the students, we choose a part of the mind map with the most un-answered questions and the least facts available so that they can find the missing information from available sources and prepare a presentation for others.

An example of an activity based on the Mind map method, is the activity **«Home»** of **Bristol Bike Project** film

MODELING OF A SPECIFIC SITUATION

This method allows for a better understanding of specific situations in everyday life. Students can apply certain rules to situations about which they learn from media, books and magazines or which they experienced themselves and could not evaluate before. By modeling of a certain situation, they can pay attention to their own thoughts and actions, create new conclusions, form opinions and attitudes which in real life they could not form or they chose incorrectly and without expected effects. This method brings out an interest for finding the best possible solution, motivates deeper thoughts and independent decision making.

- a) We prepare a model story in advance and introduce it to the students through a work sheet or by the teacher's announcement.
- b) We make sure to find out the level of understanding of the text that was presented by asking additional questions of the students. (e.g. What data is important in the story? Why did the people act the way they did and what were their motives? Who are the main characters in the story? What really happened?) This check is necessary before the beginning of the model situation. It clears up potential misunderstandings of the situation.
- c) We begin to defend or dispute different points of views about the story. During this part, it is necessary to define a clear and understandable problem. This process happens through the method of a guided discussion as students answer our questions. (e.g. What the reasons for or against a certain solution? Which arguments were the most persuasive? What impact will the solution which you suggested have on all involved? Do other alternatives exist?)
- d) We make sure that an atmosphere of trust and safety exists. No opinions should be ridiculed,

and all ideas are welcomed. Each person should have room to express themselves even if their solution is controversial or unpopular.

- e) Together we weigh all the opinions before we agree on a solution.
- f) All students should then work together toward a united solution. It is not a problem if there are more solutions available.
- g) We tell the students about the standard norms which should be taken into consideration in a real situation. Those can be discussed again and any unclear points can be clarified and compared with the suggestions of other students.
- h) Even here, it is important to realize that a certain amount of expertise is needed to avoid a negative impact of the activity.

An example of an activity based on the Modeling of a specific situation method, is the activity **«Trade union meeting»** of **Santa's workshop** film

FREE WRITING

We can use this method when opening a new theme. Its intention is to free up ideas which are formed with difficulty during a structured writing exercise. It is interesting how a student grasps a certain term or topic and how this can open new possibilities to its meaning. This activity develops expressive abilities and allows for understanding of connections or the complexity of a described term.

- a) With the help of brainstorming, we write down 10 terms on the blackboard which are suggested by the students in connection with a given theme. (e.g. for the theme of "racism", they may list: prejudice, conflict, manipulation, communication, discrimination, selfishness, fear, genocide, etc.)
- b) Each student then puts a mark next to the term they are most interested in. Together, we then focus on a term which gains the most points.
- c) Before the writing begins, we remind the students that they do not have to worry about grammar during this exercise, as concerns about being grammatically correct may hamper the flow of thoughts which we are aiming for.
- d) We announce an important condition which must be upheld unconditionally: for each question we give, it is necessary to answer in a specified time limit. From its beginning to its end, the students must not stop writing their thoughts.
- e) Students should adhere to the topic but must, under no condition, interrupt their writing. (they can even write: I do not know, I have no idea, my hand hurts or my ideas are gone) This experience shows that new ideas and thoughts do come back after a while.
- f) The time limit will be set accordingly, so that it corresponds with the abilities and limits of the students. Usually, it ranges between 2-6 minutes for each question.
- g) After setting the rules, we follow by asking questions. Students can answer them separately and we allow for a very short break between them (30 seconds). Ideally, there are 6 questions but in practice, it is enough to use these three questions: What is it? In your mind, what do you associate the term/topic with? Write down positive and negative sides of the term or what good of bad does the term/topic invokes in you?

- h) One by one, we ask the students to present their ideas/work. We must respect the voluntary aspect of this, and we do not force anyone to participate. With the students' agreement, we can display the work in the classroom so that all students can read the work of others in their free time.
- i) Reflection is dedicated to feelings and observations: Which question was the most difficult? How did you feel when writing it? Did you manage to uncover a point of view which you were surprised by?

An example of an activity based on the Free writing method, is the activity «THE LETTER» of Kids Rights' Pamela film.

OPINION SCALE

This activity is used when a controversial topic is talked about. The goal for students is to express their attitude by marking a spot on the scale so that it best corresponds with their real opinion on the issue. We use this method when we can clearly formulate both contradictory poles of the problem. Both poles must be legitimate, realistic and logical. Topics which are mapped this way do not have explicit and one-sided solutions. The attitudes toward them divide the amateur and professional public into two groups which are able to defend their opinion with solid arguments. This activity develops the ability to take into consideration all attitudes toward the given topic and think about individual alternatives.

Tools and rules:

- a) We make students familiar with the topic and write down both contradictory points (poles) onto two pieces of flipchart paper so that it is easily understood for everyone. Each paper represents one of the points. Put them on opposite sides of the room or in opposite corners across the room.
- b) We ask each of the students to realize their own reasons for their opinion and where they stand on the scale.
- c) We can draw a chalk line across the room from one paper to another (this can be an imaginary line), which represents the opinion scale between the contradictory poles of the topic.
- d) We ask the student to take a spot on the scale according to where they stand in terms of their opinion.
- e) We randomly ask a few students to explain and defend their reasons for standing in their spot.
- f) The others can switch their spot on the scale according to how they are influenced by the others and their arguments.
- g) We encourage the students to once again reconsider their standing on the scale We can repeat some arguments which were presented by the students.
- h) In the final decision, after students take their regular seats, we discuss some of the most interesting opinions, which were presented by the students. We debate alternative solutions and if possible try to find a compromise.

A component of Opinion scale method, is included in the activity «Scale of values» of Kids Rights' Pamela film.

GUIDED DISCUSSION

The above mentioned methods provoke controversial questions which we discuss with students. Students learn how to decide, take on an opinion, defend their opinions and accept responsibility. They also get familiar with social skills such as empathy, conflict management, and accepting a compromise. Guided Discussion can be demanding for the teacher as she should be able to stir emotions in the right direction and lead them toward constructive conclusions. It is also demanding for students who learn the basic rules of discussion.

Tools and rules:

- a) In the beginning we set up basic rules of discussion.
- b) We support students so they are not afraid to express controversial attitudes.
- c) We create an atmosphere of trust. Students should be sure that we will consider each attitude and opinion eaqually, seriously and thoroughly.
- d) We should not forget to bring out arguments which were avoided by the students. We should note spots where it is possible to express agreement or disagreement or where it is possible or impossible to come to compromise.
- e) We make sure that discussion does not become a critique of others, so that it continues as a formulation of opinions, attitudes and thoughts.
- f) We emphasize that our goal is not coming up with results and solutions of the problem but learning, which is a skill, to be able to present our own opinions in a refined way and be able to listen to opposing attitudes.
- g) We complete this activity by summarizing all findings and exploring the consequences of the suggested alternatives.

An example of an activity based on the Guided discussion method, is the activity **«What is behind the trade mark»** of **Santa's workshop** film.

PROJECT EDUCATION

While using this method, a student or a group of students work on finding a solution to a particular problem. It allows the students to get accustomed to and learn certain procedures and methods which are not always common in other activities. This method is difficult mostly because it is needed to organize work well, make sure there are clear priorities set when working with the theme and that tasks are laid out in a certain time plan. This method connects to previous methods because their conclusions ultimately lead into a project creation.

- a) We give students a specific task to complete. (*e.g. find out all available information about people with disabilities*) It is good when the suggestion for a topic comes from students themselves and their own initiative. The contrary could be a reason for failure of the endeavor.
- b) It is necessary to suggest a more concrete plan and structure of the project.
- c) Our level of intervention stems from the level and knowledge of the student group.
- d) We monitor the smooth development of the projects and are available for consulations for specific parts of the project.

- e) We ensure that the time line of the project is adhered to and remind students of the deadlines.
- f) Students present results of their project.
- g) The activity is completed by discussion about the results of the project, which can offer a motivation for further research.

An example of an activity based on the Project education method, is the activity **«Water and trash management»** of **SOS Sevan** film

4. DO IT YOURSELF SCREENINGS

Unlike the rest of the handbook, this part is designated primarily for students. Do It Yourself are screenings organized by students for their peers or for the whole community. The documentaries from this toolkit are available for any initiative (group of students, youth club...) wishing to organize a public screening. In addition to the six films presented in this toolkit, many other films are available at People in Need Armenia office for this purpose and can easily be borrowed.

Below you will find simple guidelines on how to organize a public screening, followed up by a discussion. By public screening we mean any screening taking place outside of the regular classes: screening organized by a group of student for their peers after the classes; screening at a public place for the whole community etc.

If you are preparing a public screening, which will be followed by a discussion on the topic, you should start preparation well before the actual screening will begin.

How?

Student (or students group) should follow these steps:

- Assemble an organizational team and clearly divide the competencies and duties of the individual members. This saves time and avoids misunderstandings.
- If you plan to do your screening at school, establish communication directly with teachers and school leadership. Make an appointment with them, be prepared for it, and present your plan to them.
- Map options: where and when the film can be screened, and what are the technical requirements (projector, DVD player, blackout, etc.). If it is not available at school, try to borrow the necessary equipment.
- Consider the date and the topic of the screening and decide which film will be screened.
- Decide what guest you will invite to the debate, and contact them. If you do not know who to invite, please contact an organization or institution dealing with the issues in question.
- Get the movie (you can find it at People in Need Armenia, or your school videotheque).
- Think about how to effectively promote the screening if your audience does not know about the screening, it is clear that they will not come. Do not despair if attendance is initially very low. This is not unusual. Documentary films are not Hollywood blockbusters and you may first need to adjust your audience to it.
- Get ready for the discussion: think about the topic that you want to discuss and what

you want to mention. Look for actual information about the topic (you can find some background information in this handbook, in the part related directly to films) and prepare enough questions for the guests.

- Make a test screening check and train everything; practice the technique.
- Screen the film and include discussion.
- Together with other team members, evaluate the screening. What was a success? What would you like to improve and what to look out for next time? You can also get feedback from the audience by using questionnaires.

Organize a quality discussion after screening

Following the screenings, it is recommended to organize a free or guided discussion as it will help to continue to work with the theme of the movie, to clarify any ambiguities and the impression of the film enriched with other interesting information. Discussions after the film are often more beneficial than the documentary itself. It is also possible to invite a guest to debate - an expert in the field or someone who has a personal experience with this topic.

How?

Student (or students group) should follow these steps:

- At first, together with several other members of the team watch the documentary so that you know its central theme, how the theme is interpreted and what opinions are presented in the documentary.
- Decide what moment in the documentary (problems pointed out by this document, general theme for reflection, etc.) is suitable for discussion. Choose one topic and focus on it.
- Find the latest information about the topic and prepare a structure of discussion.
- Consider if it is interesting to invite a guest to the discussion. If yes, chose several suitable people and send all of them an invitation for discussion. It is always better to contact several guests, than to find later that the only selected person will not come.
- Make the guest familiar with the structure of the debate what will be the main theme, what the debate should be about, what direction should the debate go and what are the rules of discussion.

How to be a good moderator

A good presenter makes a well-managed discussion. Without a moderator, only free discussion can take place, but that is appropriate more for narrower circle of friends (or regular viewers of a film club).

Reconsider who is a suitable candidate for the role of the moderator. This person should be quick and assertive, but also perceptive. Work together on adapting the scenario of discussion. The scenario helps the moderator in moderating the debate, asking questions and keeping clear lines of debate.

The aim of the discussion is not to listen to the guest monologue, but to have an exchange of views between the audience members and the guest.

Interactivity of discussion must be provided by the moderator. The discussion is actually an interview - each question should be immediately followed by response.

- Decide what the main issue is. If you lose control over the debate, it is always possible to return to this issue. Get as much information as possible about the topic and about the invited guest.
- Prepare the scenario. The best form of preparation may be to write an article (which you can publish in the school newspaper) and when writing, clarify the main issues.
- It is good to remember who will sit in the audience: students' age, their expected number, interest in the topic, etc.
- Create brief rules of discussion and write them down (for example, the time for debate, the theme of debate, length of contributions, the name of debater, etc.). Before the discussion, read them to the audience.

Tips for the moderator

Student (or students group) should follow these tips:

- The moderator moderates the discussion; tracks the discussion and, according the scenario, introduces sub-themes.
- The moderator tracks time discussion is time limited. Therefores it must be planned and teh time layout should be followed.
- The moderator moderates the discussion he controls the possibility to speak in turns to the audience and the guests.
- If the moderator has a microphone, he should not put the microphone in the debater's hand. It is better to hold the microphone for the debaters while they are talking. In this way, he will not lose control over the discussion.
- If the audience is small, each of the audience members should have an opportunity to talk.
- The moderator follows the direction of the debate and in the event that the discussion turns in the wrong direction, he will use the prepared question to keep the discussion moving forward.
- The moderator tries to keep the audience's attention with specific questions directed to the audience.
- The moderator must be polite, but his demeanor should be confident.
- The moderator must constantly monitor the audience. When two people in the audience talk simultaneously, it is possible to ask what they're talking about, because it might interest others. A good trick is to launch a debate in the back of the room, where the audience normally pays less attention (for example, ask a concrete question addressed to one of the viewers in the back rows).
- The moderator accelerates the discussion. If anyone continues talking for a long time, it should be sensitively interrupt (preferably with reference to the rules established at the beginning).
- It is very important to summarize and evaluate. It is not important to go into details. It is a general conclusion, which ends the discussion.
- If there are two fundamentally different views, the moderator can try to divide viewers into two parts and let them explain their point of view.

 The diversity of contributions to the discussion is positive. In case that the discussion is in the cycle or becomes boring, try to change the topic of discussion and move it in another direction.

How to be good debater

To be able to discuss, find the right arguments, present them publicly or just ask insightful questions. These are skills that can be learned and improved. A good debater should also respect the opinions of others and follow the rules of debate.

Tips for the debater

Student (or students group) should follow these tips

- The moderator moderates the discussion. Watch him and follow the instructions.
- Think about your question or response in advance. If it helps, write it down on paper so that you can express it accurately later and not forget exactly what you wanted to say.
- If you want to attract attention, stand up. You can also have a better view of the audience and can gesture, etc.
- Stand up straight and speak with a clear and confident voice.
- Look at the guest or the audience (never at the ground).
- Support your speech with your hands. Gestures can help you express your ideas and give the necessary appearance. But do not exaggerate.
- Be brief and informative. It is better to ask many questions at different times than to ask many questions in one moment, or to have a long monologue. Your contribution should not exceed 1 minute.
- Respond to the current topic do not return back to the issue, which may have come a long time ago, if it is not necessary.
- Formulate your question or response so that everyone can understand it. The answer should not be just yes or no.

THE COLLECTOR OF BEDFORD STREET

Alice Elliott / USA / 2001 / 35 min/



This documentary takes a warm-hearted and optimistic look at mental illness and love. Larry Selman (59) is mentally retarded. He doesn't understand the concept of **time** very well, but he knows that compassion means being kind to people. He lives alone with his two cats and a dog in a small apartment in Greenwich Village in New York. Larry's only relative is his 89-year-old uncle, Murray, who takes care of him the best he can. Although he lives on ten dollars a month and whatever food his uncle prepares for him, he is able on his own initiative to raise thousands of dollars each year for charity.

Background Information

Main topic: Tolerance/accepting differences

Secondary topics: The will to help, people in Need

1. It has been ten years since the movie was made, how is Larry doing?

There have not been many changes in Larry's life. He continues to spend time collecting money for various charitable organizations and lives with his animals in his flat in Greenwich Village. His uncle Murray's health is sometimes better, sometimes worse, but he has a strong spirit and he can still be grumpy, just like in the movie. Larry and his girlfriend Ellie are good friends. They decided that they will not rush things and stay friends. Who knows what the future will bring.

2. What should we imagine when we hear the term mental disability?

In the past decade, emphasis has been put on the term "person with a disability" instead of "disabled person", as the latter creates a negative label.

Mental disability is divided into four levels: mild, moderate, severe, and profound. The levels range according to the numbers scored in IQ tests: 52–69: mild, 36–51: moderate, 20–35: severe, 19 or below: profound. A person with profound mental disability is not able to communicate by using language, noises or their body. Therefore the person needs somebody to translate his/her wishes. A person with moderate or severe mental disability can understand simple direct information, but it is hard for him/her to understand things he/she did not directly

experience. A person with mild mental disability has a hard time understanding difficult texts; it is difficult for them to understand any abstract expressions or the use of symbolic things and thoughts.

3. What stage is Armenia in in terms of integrating people with disability into society?

The issues of disabled people in Armenia are being regulated through the RA Law on "The social peotection of disabled people" (approved in 1993) and other relevant legal acts.

Currently the draft Law on "Disabled people rights protection and social inclusion" is presented to be discussed by the RA Government.

All the project initiatives are being implemented in the country and are aimed to give opportunities to the disabled people to live independent and fully participate in all the aspects of the life. Different projects are addressed to the solution of different issues, but the general idea and goal is to integrate the disabled people in the society. Those kinds of projects were: "Provision of prosthetic and orthopedic supplies", "Provision of wheelchairs and hearing aids", "Provision of med-social rehabilitation services", "Rehabilitation of psychic health", "Teaching youth having visual disabilities through SUN system".

Social rehabilitation projects are being implemented for teenagers and youth having mental health issues. "Salvation" NGO supports visual disabled people and provides special published books and special equipment for their education. "Professional rehabilitation center for disabled people of Gyumri " state noncommercial organization has been implementing "Professional capacity building and consulting services for disabled job seekers" project in which mostly the young people are the involved.

Provision of education for disabled people

In the RA the inclusive education modle has been implemented and in 2011 there are 81 schools in Armenia are providing inclusive education. Curently 1700 (approximately) stdents with special needs are studying at those schools. During 2011 Yerevan Medical-psycological-pedogogical assessment center (together with its regional branches) conducted special needs assessemnet of 2200 children.

Employment of disabled people

The State Employment Center has been implementing a range of projects aimed to ensure employment for young and capable disabled people. The projects are such as: provision of professional trainings and capacity building of disabled, unemployed people, and job seekers; organization of interships for disabled job seekers at different organizations; provision of financial support for disabled people for their business state registeration; adaptation of employers' vacancies for disabled job seekers.

The number of disabled people involved in those kinds of projects are yearly being increased.

The integration of disabled people in the socety is being organized also through sport projects. 9.000.000 AMD has been allocated from RA state budget within the frames of "Disabled Sport related services" project for the organization of sport events with the participation of disabled people (in total 409 disbaled people have been participated in 2011-2012).

Lots of initatives are being implemented by the local and international civil society organizations. For example taking into consideration that 2012-2013 are election years (Parliament, President and LGB elections) "Paros" local NGO with the financial support of US Embassy Democracy

Commission Small Grant Program implemented "Accessible elections for disabled people" project. Within the framework of that project meetings were conducted with regional committees working on disabled issues, regional election committees, local NGOss working on disabled issues, LGB representatives and disabled people. The project was aimed to make the polling stations accessible for physically disabled people by providing permanent or mobile ramps.

In 2011 Armenian "Skarp" NGO together with Georgian "Alliance of Independant Life" implemented "Accessible community" project. The project was aimed to ensure fully accessible environment in Yerevan and Tbilisi for disabled wheelchair users. In this way to ensure disabled people inclusion in the social, political, eonomical and cultural life.

In 2011 "Astxik" NGO implemented "Freely movement - right for everyone" project aimed to increase awareness among the state urban development and relevant organizations and individuals on freely movement rights to ensure disabled people inclusion in the society.

In 2011 "Unison" NGO conducted public monitoring on physical accessibility of Yerevan 500 public places. At the result map.disability.am web page has been created, where practical information for disabled people are posted and updated regularly.

All those projects are equally addressed to women and men without any discrimination.

However lots of issues still need to be solved and the disabled people employment issue continues to stay one of the most difficult issues of the social sphere.

Organizations providing services to disabled people in the RA

- "Yerevan Home care" service (www.yerevanhomecare.com)
- "Armenian Caritas" charitable NGO (www.caritasarm.am)
- "Gracia" Armenian Red Cross Company International Rehabilitation Center LTD (+374-10-353503)
- "Home and Garden" LTD
- "Mission Armenia" charitable NGO (www.mission.am)
- "Armenian Blind Union" disabled people NGO (+374-10-560521)
- "Renascense" spinal disabled people charitable NGO (+374-10-371370)
- "Pyunik" Union of Armenin Disable People charitable NGO (+374-10-560707)
- "Disabled Pople Association of Erebuni District" NGO (+374-10-575331)
- "Disabled People Association of Qanager-Zeytun District" NGO (+374-94-437398)
- "Unison" NGO (+374-10-522170)
- "Paros" NGO (+374-10-664101)
- "Bridge of Hope" NGO for disabled children and youth rights protection (374 10) 58 91 86, (374 10) 56 01 43, www.bridgeofhope.am

Activity 1

CUBE

Film: The Collector of Bedford Street

Reflection activity Age group: 13 +

Relevant topics: Learning empathy, tolerance, accepting differences

Learning objectives:

• To reflect on the film from different points of view

To develop empathy and critical thinking

• To develop communication skills

Time: 30 minutes

Tools: a sheet of paper and a pen for each student, a playing cube

Approach:

- We show the pupils a playing cube and ask them what they see. The answer will probably be "a playing cube". We ask again: "What exactly do you see now?" We turn the cube so that pupils see one side of the cube and they answer: "I see one. I see six, etc." We explain to them that the same procedure will be used during the analysis of the film that we saw. We will analyse from different points of view.
- We divide the pupils into groups.
- Each group represents one point of view: Larry, his parents, his uncle, his friends, his neighbours, a social worker.
- In the beginning, pupils discuss their character and clarify their opinions.
- Then they describe the character based on these six questions:
 - What was he/she like in the past?
 - How does he/she feel in the film?
 - What problems does he/she have?
 - What does he/she need?
 - **-** Try to estimate his/her development in the future.
 - How does he/she see the problem that was presented in the film?

Note: we always have six tasks – like parts of the playing cube.

At the end of the activity the speaker of the group summarizes and presents the results of the group work.

<u>Reflections:</u> The reflection takes the form of discussion. We reflect what pupils wrote and also the course of activity. Our task is to show students that every problem (topic) can be viewed from different points of view.

Activity 2.

FIVE EXPERIMENTS WITH SENSE

Film: The Collector of Bedford Street

Age group: 10+

Relevant topics: Learning Empathy, tolerance, accepting differences

Learning Objective:

Students find out how people with special needs feel. They learn about empathy and find out what life is like for people living with special needs.

Time: 30 minutes (a longer preparation time is needed for the teacher – approx.: 30 minutes)

Tools: Various small items for recognition, pieces of fruit, a nail, paper/cardboard, rice, beans, drawing pins, buttons, coins, small bottles (e.g. medicine bottles or baby-food jars)

Approach:

When we are born, our greatest task is to recognize the surrounding world and the people within it in to create order for us to live contentedly and feel secure. First and foremost, it is our senses that ensure our contact with the world. It will do no harm, not even to healthy children, if they exercise their senses. Consequently, prepare the tools and try out what your eyes, mouth and nose are able to accomplish.

SIGHT

Small children are not afraid to look. They watch, observe and consider. They examine everything. They often remain staring at something. In this way, we learn a lot about the world around us. Blind children do the same, but with the aid of other sense perceptions.

Experiment: GUESS THE ITEM

- 1. Ask students to pair up.
- 2. The students in pairs will get a blindfold and one of them ties it around their eyes.
- **3.** The other student gets a small box or a bag with different items in it, takes out one and gives it to their teammate to recognize what it is. The blindfolded student can touch it or even smell it to correctly name the item.
- **4.** Each student tries to recognize three objects and then they switch with their teammate.

HEARING

Allowing sounds to enter our consciousness is our first step towards establishing contact with the world. It is the beginning of communication. We all know that many of us only hear what we want to hear. Children do this completely openly and so directly that they cover their ears when they don't want to listen to something.

Experiment: CAN YOU TELL?

Put various items such as rice, beans, drawing pins, buttons, coins, etc. into small bottles (e.g. medicine bottles or a baby-food jar). Cover the jar with cloth material instead of a lid and secure with an elastic band. If you are playing the game alone, cover the jar completely so its contents are not visible. To be sure, you can blindfold your eyes with a scarf. Then take one jar after another and guess what is in them according to their sound.

TASTE+SMELL

Our tongue is an important part of our body and is very sensitive. It tells us what is sweet, savoury, sour or bitter. We use it when chewing, swallowing and, above all, when speaking. Sometimes, however, the tongue itself is baffled.

Experiment: JUICY FRUIT

This experiment is very simple. Peel an orange (or another fruit) and divide it into segments. Then properly block your nose and put one segment into your mouth. Roll it on your tongue, chew it and then swallow it. Then repeat this without blocking your nose. Taste is closely connected with smell, which primarily manifests itself when we eat citrus fruits. Consequently, when we have a blocked nose or cold, we usually don't sense the taste of oranges.

TOUCH

Thousands of small receptors in our skin constantly inform the brain about the structure and temperature of everything we touch. We have things that we like to touch around us. We feel things that are unpleasant to us. We are able to distinguish things that could injure our skin. Have you thought about these things? What are they?

Experiment: READING BLINDFOLD

You will need several flimsy, 10×10 cm pieces of cardboard and one long, thin nail. Mark each piece of cardboard with letters or numbers. Then use the nail to make holes at regular intervals along the outlines of the letters. Finally, turn the cardboard around. Bumps reminiscent of Braille will have been created on the other side. Blindfold someone from the group and put a piece of cardboard in the palm of his hand so that he can decipher what is written there using his fingertips.

Activity 3: OUR CONCEPTS OF...

Film: The Collector of Bedford Street

Age group: 14+

Relevant topics: Civic Attitudes, stereotypes, prejudice, tolerance

Learning objective:

To obtain information on what a stereotype is and how stereotypes are created in order to ascertain how stereotypes probably influence our behaviour in daily life and our interpersonal relationships.

Time: 25 minutes

Tools: Paper, writing materials

Approach:

- We ask the students to quickly write down their understanding of these two words: "prejudice" and "stereotype".
- We explain to students that in this case we consider a **stereotype** to be the conviction that all members of a certain group have the same characteristics and are all the same.
- Students write short general characteristics for the following people on paper:
 - Homeless people
 - Immigrants
 - Old people
 - Rock stars
- They work separately. They have around five minutes for writing. This is followed by a discussion.

Reflection: The responses are read in sequence and commented on aloud. These responses are then analysed in detail and we ascertain whether everyone in the class has the same stereotypical concept. If not, then why? If so, why? What impact can the given stereotype have on a person or group of people and on a person who believes in stereotypes? What has influenced your concept of a certain group of people?

Option for younger students

Each student describes in three sentences their disability or "complex" (glasses, short stature, etc.). They then work in pairs by exchanging their notes and reading the other's out aloud and discussing them.

This is followed by a discussion on individual complexes, e.g. Do all people who wear glasses have the same character? Is it possible to say that the members of one group (homosexuals, immigrants, etc.) will all share the same attributes?

Activity 4: MOSAIC OF STEREOTYPES

Film: The Collector of Bedford Street

Age group: 14+

Relevant topics: Stereotypes, tolerance, emotional intelligence

Learning objectives:

• To be able to define stereotypes.

• To identify types of stereotypes.

Time: 35 minutes

Tools: A worksheet for everyone, pencils

Approach:

• We distribute the worksheet to the students.

- Students are asked to fill in the first line What are stereotypes?
 Students now use their own explanation and examples.
- This is followed by a short discussion of what students wrote.
- We then explain that a prejudice is a preconceived belief, opinion, or judgment towards a group of people or a single person because of race, social class, gender, ethnicity, age, disability, political beliefs, religion, sexual orientation, line of work or other personal characteristics.
- We check that pupils understand all the terms mentioned in the worksheet.
- Students now fill the rest of the worksheet separately.
 If they find the task difficult, they can work together in pairs.
- After the sheets have been filled in, we get everyone to sit in a circle and they jointly compare their work.

Reflection: These follow after the film is screened. We proceed on the basis of the completed worksheets. We ascertain whether any of the pupils mentioned stereotypes towards sexual orientation in their worksheet. We ask what feelings the film's protagonist had about how the stereotypes that occur in the majority of society have influenced him and whether they had an influence on his being accepted by his family, friends, etc.

Activity: Mosaic of Stereotypes

WORKSHEET

MOSAIC OF STEREOTYPES

What are stereotypes?

Try to describe a situation in which the following stereotypes could arise.

racial stereotypes (stereotypes towards someone on the basis of their colour or skin or other racial characteristics):

religious stereotypes (stereotypes towards someone because of their professed religion):

stereotypes because of age:

stereotypes because of physical appearance:

stereotypes towards handicapped people:

stereotypes because of one's male or female gender:

economic or class stereotypes (stereotypes towards people because they are rich or poor):

Do you know any other stereotypes? Describe them and try to explain them.

Activity 5:

WHAT DO YOU KNOW AND HAVE YOU HEARD

Film: The Collector of Bedford Street

Age group: 14+

Relevant topics: Stereotypes, prejudices

Learning objective:

Participants will recognize the widespread use of stereotypes.

Time: 20–30 minutes.

Tools: Large sheets of newsprint, tape, markers, and wall space or other surfaces to which newsprint can be taped.

Approach:

- Before the presentation, label the top of each sheet of newsprint with the name of a different type of person or group. Try to include a variety of dimensions of diversity. Examples may include Women, Men, Teenagers, Africans, Asians, Latino, Catholics, Christians, Jews, Arabs, The Wealthy, The Poor, The Homeless, People on Welfare, People With a Physical Challenge, The Elderly, Rural Dwellers, Urban Dwellers and others. Fold each sheet and tape the sheets to the walls or other surfaces in a manner that does not reveal the label. Leave enough space between them so that small groups can gather around each sheet.
- You may choose to introduce this activity with a brief discussion about culture and its impact on our behaviour. Be sure to point out that culture is something we begin learning as very young children, that the rules of our culture are often not written but are learned from those around us, and that as children we generally accept these rules without question.
- Tell participants you want to engage them in an activity called "What Do You Know or What Have You Heard?" Begin unfolding the posted newsprint sheets so that the labels are revealed.
- Tell each participant to circulate around the room to each sheet of newsprint and, with a marker, write one thing that they either "know" or that they have heard about the people or group identified by the label. Emphasize that what they write can be something that they know or something they have heard.
- Allow enough time for each participant to add a thought to each list.
- Then invite participants to take a few minutes to observe the completed lists.

Reflection: Ask participants the following questions: What do many of the comments we have written on the lists represent? Are they all true? Where did they come from? (Responses might include parents, friends, teachers, books, the media, and others.)

Lead a discussion about stereotypes and the fact that we become conditioned to think about stereotypes on an almost automatic basis when we see or hear about someone whose background is different from our own. We all use stereotypes at one point or another. The important thing is that we begin to become more conscious of the fact that we are often thinking "automatically." We must stop to ask ourselves if what we are thinking is a fact or a stereotype.

Activity 6: IN ANOTHER'S SKIN

Film: The Collector of Bedford Street

Age group: 13+

Relevant topics: Tolerance, accepting differences, disability

Learning objectives:

To learn empathy towards those different from ourselves

• To learn how it feels for people with disabilities

Time: 30-40 minutes

Tools: Writing materials, worksheet

Approach:

a) ask students to write down on the desk any disability (physical or mental) they know or they have encountered. Then discuss what kind of **physical** disabilities they will select as the worst one. According to the score select 3 considered to be the worst.

b) role-play

Select one student and simulate that he is, for example, blind (depends on what kind of disability was selected before). Cover his eyes with scarf and ask him to perform a simple task like walk across the classroom, take a pen and put it into his bag, find a friend. He has to do it alone or ask somebody to help him.

Another student can be tied to the chair so that he can't stand up and walk and again he is asked to perform a task.

In the end we have to reflect briefly on how they felt? Reflection can be done via brief brainstorming.

c) Afterwards, divide students into groups (the number of groups depends on number of role-play you played), distribute the worksheet to them and ask them to fill it. Then ask them to think of solutions of these problems. What has to be done to make life easier for disabled people?

Then each group will briefly present their results. The presentation is followed by a discussion.

The whole activity shall be conclude by reflection that we have to pay attention to people with disabilities, be tolerant, help them and protect their rights. Not only to people with physical disabilities, but also with people who have mental disabilities such as Down Syndrome etc. We can talk about obstacles and possible solutions also for these people.

Variation (15 minutes):

If you have limited time, select one such example and do the whole activity together (do not divide students to groups, and instead of the worksheet, use the method of discussion). Then it will be possible to finish in 15 minutes

d) screening of the film

Activity: In another's skin

Worksheet

I am(depends on what kind of disability was selected)

How did I feel? What kind of obstacles did I have to deal with? What kind of obstacles would I have in everyday life? How did I overcome them? Did I need help from my friend? What kind of help? If so were they willing to help me? Do you think it would be same with unknown people in different place?

I am (depends on what kind of disability was selected)

How did I feel? What kind of obstacles did I have to deal with? How did I overcome them? Did I need help from my friend? What kind of help?

If so, were they willing to help me? Do you think it would be the same with unknown people in different place?

I am (depends on what kind of disability was selected) How did I feel? What kind of obstacles did I have to deal with? What kind of obstacles would I have in everyday life? How did I overcome them? Did I need help from my friend? What kind of help? If so were they willing to help me? Do you think it would be same with unknown people in different place?

Activity 7: STRENGHTS AND WEAKNESSES

Film: The Collector of Bedford Street

Age group: 13+

Relevant Topic: disabled people, tolerance

Learning Objectives:

 To be aware of the options that the disabled people have and the problems that they have to handle

To recognize that even disabled people are valuable part of the society

Time: 45 minutes

Tools: a sheet of paper and pen, a board or flipchart

Approach:

- Before screening of the film we ask pupils to divide the sheet of paper into halves. We ask
 them to write to one half of paper their strengths and to the other their weaknesses. The
 information that they wrote are personal and they do not have to present it.
- We screen the film Larry from "Larry from Bedford Street".
- After the screening we ask the students to write on the new sheet of paper (divided into halves) write the strengths and weaknesses of Larry.
- We ask the pupils to name some strengths of Larry. We write their answers on the board or flipchart. We do the same with Larry's weaknesses.
- We ask the pupils if some of Larry's strengths and weaknesses are the same as their strengths and weaknesses.
- We explain the pupils that Larry has his strengths and weaknesses as we do?

Reflection

The reflection takes a form of discussion. We ask pupils: Do you know someone like Larry in your neighbourhood? Did you notice the same kind of care in our society? If yes, can you describe it? If not, why? How you would explain that a man who needs money could support others? Would be such community care for people in need possible in your neighbourhood? If not, why? Have you ever done the same think as Larry (collect money for some action, support some non-governmental organisation, help people in need)? We emphasis the fact that even Larry was disabled he wanted to be the valuable part of the society and tried to help people in need.

SANTA'S WORKSHOP

Andreas Franzen / Sweden / 2006 / 30 min/



The Swedish documentary will take us to the belly of the of the many Chinese toy making factories. Mostly young girls, who have not reached the legal age for working, make the favourite fluffy toys seven days a week. Their shift starts at 5:30AM and ends around midnight. "After that, though, we work two or four more hours of overtime." Such work load is impossible to manage. "We would like better wages and shorter working time," confides one of the young Chinese workers. The shots of gravely tired Chinese workers sleeping on their work tables in the middle of their unfinished work confirms her words. In case they complain to the supervisors or attempt to establish unions, they would be not only threatened with dismissal from work, but even imprisonment. In the present time China produces over ¾ of the world toys.

Background Information

Main topic: Labor rights; global interdependence Secondary topics: Migration; undemocratic regimes

1. What leads European firms to transfer production to China?

The main reason for relocating production to developing countries such as China is undoubtedly cheap labour. The cost of labour is decisive in the case of sectors that are labour intensive and usually less demanding in terms of technology – among other things this includes the making of clothes, footwear, consumer electronics, and toys.

(The wages of around 400 yuan per month mentioned in the picture is equivalent to around 1,000 CZK. For example, in the Netherlands, a person would get at least the minimum wage, which amounts to 1,301 euros, i.e. more than 30,000 CZK.)

Another important reason is the general trend towards introducing outsourcing, i.e. leaving certain activities to another firm, in this instance, a subcontractor. Outsourcing is motivated by an effort to cut costs. A firm that outsources can better concentrate on its key activities – particularly marketing covering the development of products, distribution, publicity, etc. – and it leaves routine activities, such as actual manufacturing, to subcontractors.

Last but not least, looser environmental regulations may also be a motivating factor for transferring production to China and other developing countries (e.g. India, Bangladesh, etc.).

2. Where are goods produced for the European market?

At present, the global economy is largely interconnected and the products that we routinely consume are made thousands of kilometres from us. We wear a t-shirt from an Indian cotton network in Vietnam. We listen to telephones made in Malaysia. We wear sneakers from Brazil. We wear a leather bag from India over our shoulder. And the volleyball we use could perhaps be from Pakistan, our notebook could be from Taiwan, frozen fish could come from Uganda, and cut flowers from Kenya. We fly in aircraft from the USA and robots from Japan are working in factories...

Besides readymade products, such as clothes, footwear, sports gear, and electronics, a range of foodstuffs and other raw materials comes to us from other countries – coffee, tea, peanuts, sesame seeds, sweet corn, soya, meat, palm oil, crude oil and natural gas, copper, tin, aluminium, iron, gold, precious types of wood, tropical fruit, wool, cotton, and many other commodities.

3. What can ordinary customers do to improve the working conditions in these companies?

The role of the customer is absolutely crucial. As customers, we can determine the success of a product (or company) by virtue of the fact that we spend our money on them. At the same time, in making our purchases, we effectively give a specific firm our consent for its behaviour – if it exploits its employees, then in purchasing its product we are approving its actions, albeit unconsciously. When a million people, however, decide not to purchase the products of a certain firm, this will give this company a very strong signal, which it must respond to if it wants to survive in a competitive environment. Pressure can also be an effective means whereby each customer is interested in what major corporations do to ensure that the rules of fair trade are observed, what they do, and what plans they have for the future.

Another piece of advice would be to give preference to products that are guaranteed to have been produced under appropriate conditions, and to be less sensitive to their price. Fair Trade products are a typical example of this, or firms whose assertions about the ethical origin of their products have been credibly proven.

4. Basic social rights guaranteed by the Armenian legislation

- a) What is the foundation of our labor legislation? In Armenia the labor and associated relations are regulated by the Armenian Constitution, Law on "Armenian Labor Code", related legal acts and procedures.
 - Armenia also ratified the international instruments regulating the employment legal relations: convention on prohibition of worst forms of child labor and measures of immediate elimination, convention on abolition of forced labor, discrimination in the field of labor and employment, convention on equal payment and values to male and female and so forth.
- **b)** What are the rights of employees? According to the Armenian Law on "Armenian Labor Code", employee is an individual performing certain work to the employer based on the employment contract.
 - Children between 14-16 years are also considered as employees based on the written agreement signed between their parents, adopter or the guardian. The employees who belong to this category (Children between 14-16 years) are allowed to be involved only in the temporary works not damaging their health, safety, education and morality.

The employee has right to:

- to obtain comprehensive information about the quantity of work, labor conditions, labor relations of its legal status, salary information until the employment;
- become familiar with the work regulations (if any) and all subsequent changes;
- request a certificate of employment including data on: work performance, salary payment, duration of employment contract;
- require an employer to reimburse business trip expanses;
- demand Days Off instead of holidays set through the legislation, which shall be determined by the employment contract;
- benefit through **paid leave** at least 24 working days per year;
- use unpaid leave at least 30 days per year;
- require an employer to provide employee with a safe working environment for life and health as much as possible, within a reasonable time to provide all available information about all factors that influence an employee's life or health or safety of the natural environment;
- require an employer to fully compensate employees the health damages, related to the work performance, and costs of necessary medical treatment;
- on its own initiative annul an employment contract. In this case, the employee is obliged to perform the employer at least 30 calendar days prior written notice, unless otherwise stipulated in the employment contract;
- participate in a strike or lockout;
- use other guarantees clarified through national and international legislations;
 - c) What are the measures to be taken in case of violation of labor rights?
 - According to the Armenian law on "Armenian Labor Code", in case of a dispute between the parties, which was caused by the infringement of rights, a party may apply the following procedures:
 - a) Send the other party written notice of disagreement; it should be stressed that the dispute will not cause the suspension of labor relations.
 - **b)** Individual disputes can be solved through conciliatory procedures by individual negotiation or court.
 - c) Participation in the reconciliation procedures is not obligatory. Any time any person who considers his/her rights violated are can apply the court to restore his/her violated rights. Legal rights protection non-governmental organizations and trade unions could support with the implementation of the mentioned procedures.

Participation in conciliatory procedures is not compulsory. At any time, any person who considers that his/her labor rights were violated may apply to court to restore the violated rights.

Human rights protecting nongovernmental organizations and trade unions can provide support to the parties in implementing above mentioned procedures.

Activity 1:

Film: Santa's Workshop Reflection activity Age group: 13+

Relevant Topics: Labour rights, the production chain, civil responsibility

Learning Objectives:

• To reflect the experience from the film

To formulate own opinions

To sort information that was presented in the film

Time: 20 minutes

Tools: A sheet of paper and a pen for each student, a board or flipchart

Approach:

• Each pupil gets their own sheet of paper.

• We will explain to the pupils the markers/symbols we will use:

plus sign (+) = what was positive about the film

minus sign (-) = what was negative about the film

question mark (?) = not understanding/unclear/need to give more information

exclamation point (!) = the main idea of the film

Note: it is good to draw markers with explanations on the board.

- The pupils write down their opinion based on the markers on a sheet of paper.
- We ask pupils to present their opinions. We ask them: "What was positive about the film?"
 We write the pupil's opinions on the board. We continue with other marks. All opinions are
 written on the board.
- We discuss the opinions written on the boards and explain issues that were not clear.

Reflection: The reflection takes the form of discussion about the opinions that are written on the board.

Activity 2:

WHAT IS BEHIND THE TRADE MARK

Film: Santa's Workshop

Age group: 13+

Relevant topics: Labour rights, the production chain, civil responsibility

Learning objectives:

To learn about basic labour rights

• To get to know about civil responsibility in the production chain

Time: 45-50 minutes

Tools: Writing materials, worksheet

Approach:

a) Film projection "Santa's workshop".

- b) During the reflection on the film, we ask students questions: What do you think about what you saw in the film? Is it new for you? Thanks to the film, you've seen the working conditions in a toy factory. What other goods are made like this? What about sportswear? Which sports trademark is your favourite and why?
- c) Divide students into groups of 3-4 and hand out to them Worksheet 1: The Story of Mary. After they read the Story of Mary, they should think about it: What does it mean to tailor 120 trousers per hour and work for 12 hours in bad working conditions. After reading, a discussion follows and students answer the questions together: Can we imagine ourselves in a similar situation? If yes, why? If not, why not? Why is what Mary earns insufficient? What forces her to work in these poor conditions?

In the evening, Mary goes home to her family. What do they talk about? How do they feel?

Workers: Do they work for minimal wage? Create a short interview among the members of such a family.

Reflection:

d) Ask students to read the symbols of pictures on worksheets and think about what

these pictures represent. In the subsequent discussion, we arrive at the fact that this is the manufacturing chain, within which sporting goods are designed, manufactured, transported and sold. Football or athletics does indeed connect this chain of people around the world, but unfortunately not always by the rules fair play, as in sport.

Activity: What is behind a trade mark

WORKSHEET

THE STORY OF MARY

Mary sews sports trousers all day. Her task is to sew 120 trousers per hour. In a normal working day, she sews 960 pairs of trousers. Mary earns about 40 euro per month. If she works overtime, she earns a little more. Major trademarks make enormous profits. But Mary can't buy a pair of trousers which she sews. Mary starts work at 7:30. Overtime begins at 16:00 and finishes at 20:00 or later. Mary works all day without a break. Overtime is necessary because without it, the daily quota often isn't fulfilled and part of the salary is lost.

Customers: Most of us have got some brand-name sports clothes.

Shops: They try to offer customers the latest models and at an affordable price so that they can compete with other shops.

Major Trademark: They try to think new of new models, spend big money for advertising and sponsorship of stars. They have their factories in developing countries to save money on labour costs. Local factories choose manufacturing according to the best price, highest quality and fastest services.

Factories in developing countries: They offer foreign companies the best conditions, because if they are only good, the brands will not respond to their offers.

Activity 3: TRADE UNION MEETING

Film: Santa's Workshop

Age group: 15+

Relevant topics: Social rights, democracy, citizenship

Learning Objectives:

To understand the role of trade unions

To develop consensus decision-making skills

To promote participation, responsibility and solidarity

Time: 30-45 minutes

Tools: Worksheets, flipcharts, markers

Approach: This is a simulation of a meeting between an employer and employees together with their trade union representatives to negotiate wages and conditions.

Introduction

- 1. Introduce the activity. Explain that it is a simulation of a meeting between employers on one side and employees' and trade union representatives on the other. The aim is to reach an agreement on workers' wages and conditions using collective bargaining.
- 2. As a warm-up, ask the group to decide the name and business of the company they want the scene to be set in. It can be a real or imaginary company, manufacturing real or imaginary products. Let them also give the trade union a name.
- **3.** Now divide the participants into two groups in a ratio of 2:1. The smaller group is the employers and the larger group is the employees and their trade union representatives.
- **4.** Hand out copies of hand-out 1 "The situation" and hand-out 2 "A short glossary of some labour terms". Give the participants ten minutes to read the papers, and then check that everyone understands the information.
- **5.** When the groups are ready, invite the representatives to sit on the five chairs in the inner circle and the others to sit behind them. Invite the chairperson to open the meeting.

Reflection: Start with a short review of how people enjoyed the activity and then go on to discuss what happened and what they learnt:

- How did the two groups work together to decide their initial proposals? Was it easy or was it difficult?
- When developing their initial proposals, did the groups consider their own interests or those of the company as a whole?
- Did the groups develop tactics for the negotiation?
- How did the meeting go? Did everyone who wanted to talk get the chance to do so?
- Could the parties come to a mutually acceptable agreement?
- The right to belong to a trade union is a recognized human right. How important a right is it? What would be the consequences of not having that right?
- CO2 How much do people know about trade unions? What they are and what do they do?

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• How strong are trade unions in your country? What about employers? Are there also employers' organizations?

- Do any of the participants belong to trade unions? Why? What are the advantages and disadvantages?
- Have they heard of a similar situation in Georgia? If yes, how did they finish?

Activity: Trade union meeting

WORKSHEET 1

The Situation

The scene is a company meeting between employers and employees and the trade union (TU) that are deadlocked in an attempt to come to an agreement over a wage claim and working conditions.

The factory operates 24 hours a day, 365 days a year. It has a total workforce of two hundred, from production to the management. All workers are members of the trade union.

The company is currently experiencing financial and economic difficulties, but it is not actually facing bankruptcy. Profits have remained high but they declined last year as the sector as a whole is facing a downturn. Over the past three years wages have fallen by 3% in real terms and staff numbers have declined by 10%.

The workers are demanding a wage rise in line with rises in other sectors of industry and improvement of working conditions: appropriate uniforms, security and health insurance.

Management has indicated that staff reductions will be necessary in order to pay for any wage rise. Their proposal is: to cut number of workers for 10 % and increase salaries by 10 %.

The management proposal was rejected by the general assembly of workers who were concerned that the proposals would leave them far worse off. The TU and the employees made a counter-proposal to the management: Increase in wages by 10% over two years without hiring employees and provide basic working conditions for secure work. If demands are not met, strike action will be taken.

The counter-proposal was refused by the management, who claimed that the TU and employees' suggestions would not solve the problems that the company is facing. The negotiations have been going on for two months now.

It is company policy that when agreement cannot be reached within a two-month period, then a special meeting should be called involving all parties concerned. It is this meeting that is the basis of the simulation. Both sides are required to come up with a new proposal that is a realistic basis for coming to a mutually satisfactory agreement.

There should be a total of seven people around the negotiating table: two management representatives, one chair of the meeting (appointed by the employers) and four TU representatives. Because it is a special general meeting, all employees are welcome to attend.

Activity: Trade union meeting

WORKSHEET 2

Definitions of terms:

Collective bargaining: This is a process of negotiation in which employers and employees' representatives collectively seek to agree and resolve issues, such as salaries and work conditions.

Lock-outs: A lock-out is one of an employer's most radical means of exerting power. The employer refuses to allow the employees entry to their place of work; that is s/ he literally locks them out in an attempt to compel them to accept the management's demands.

Redundancy: Workers are made redundant when they are dismissed because the employer decides to close down the business. The employees may be entitled to redundancy payments as compensation.

Severance pay: If a permanent employee is unfairly dismissed or is dismissed on the basis of the company being re-structured, then s/he is entitled to receive compensation which is called severance pay. The value of the severance pay is often based on the salary that the employee was receiving; for example, one week's salary for every year of work.

Strike: The right to strike is a basic, social, human right which is seen as a necessary element for successful collective bargaining and as a tool to mitigate the inherent inequality in the employer - employee relationship. A strike is a refusal to work, or an obstruction of work by employees. Workers cannot just go on strike when they feel like it. Certain conditions, which are usually codified in legislation, have to be met and differ from country to country.

Trade Union: A trade union is an association that exists to defend workers' interests, including pay and working conditions. The trade union generally represents workers in negotiations with employers. In many countries TUs are organized into confederations.

Activity 4:

WHAT IS DEMOCRACY AND WHAT IS NOT

Film: Santa's Workshop

Age group: 13+

Relevant topics: Democracy, undemocratic regimes

Learning Objective:

To introduce participants to basic elements of democracy and give them the possibility to differentiate between what is democracy and what is not...

Time: 25-30 minutes

Tools: Worksheet copies depending on group size, flipcharts and markers

Approach:

Divide participants into 3-4 groups (depending on group size), maximum 4 people in a

group. Ask them to read the worksheet carefully and try to identify which elements of the list are characteristics of democratic and which of them are attributes of undemocratic regimes.

After 10-15 minutes ask participants to present their work. (A group can be represented by one person). During the presentation it is desirable to give arguments why any characteristics are those of democratic or undemocratic systems.

Reflection: Presentations will be followed by group discussions. The facilitator can ask the following questions:

- 1. In your opinion, what are the basic elements of democracy?
- **2.** What associations do you have with the word *democracy*?
- **3.** What kind of government is democratic?
- **4.** Is democracy connected with protection of human rights?
- 5. How would you characterize undemocratic regimes?
- **6.** Can you give concrete examples of democratic regimes? Democratic governments? Which countries? Why do you think so?
- 7. Do you know countries which are governed by undemocratic regimes? Why do you think so?
- **8.** What about Georgia? Is it a democratic country? If yes, why? If now, why?

Activity: What is democracy and what is not?

WORKSHEET

Three sectors: government, business and NGOs cooperate on equal level, sharing ideas about basic issues of the country.

The government controls the business sector, although formally (according to legislation) a free and competitive environment has been created for doing businesses.

Personal liberty of people – individual freedom. This refers to freedom from government interference; today it includes demands for freedom to engage in a variety of practices

free from governmental discrimination.

Separation of Powers refers to the splitting of power between the legislative, executive, and judicial branches of government. This creates a system of checks and balances.

In the country there is only one political party, which is represented in all branches. All areas of policy are dominated and controlled by single group and individuals.

We elect officials such as presidents, mayors, city council members, members of parliament, as our representatives; they make and implement the law. As citizens, we obey the laws and abide by the rulings of courts and other administrative agencies

No trade unions exist in the country. The government declares that it is not necessary, as the rights of employees are protected. In fact, workers have no possibility to demand basic working conditions and there is nobody who can defend them.

Freedom of assembly is not guaranteed. People cannot gather in the streets with peaceful declarations and protest together with a large group of people.

The election system is free and transparent. All the political parties, as well as local or international organizations are given an opportunity to monitor the elections. Ordinary citizens can be observers as well.

Although there is media pluralism (several TV and radio companies, a number of newspapers exist in the county), all of them are controlled by the government and have no editorial independence.

There are numerous infrastructural projects under way. The government is building new buildings, new roads, tries to develop the tourism sector in the country.

Activity 5: BINGO

Film: Santa's Workshop

Age group: 13+

Relevant topics: Environmental Issues, protecting the environment

Learning objectives:

To describe various ways of practicing environmentally friendly behaviour

• To realize that each person has the potential to change their behaviour in order to protect the environment.

Time: 20 minutes

Tools: Pens, a worksheet for each student, (optional: a small prize for the winner)

Approach:

Each student gets a copy of the worksheet with questions. The teacher instructs all

students to walk amongst each other and ask questions listed in the bingo sheet. When someone answers yes to a question, the student who asks the question writes down the person's name under the question in the appropriate place. The goal is to fill all 12 questions with the names of people who can affirm that they behave that way. It is possible to have one person's name on the sheet several times.

Students are encouraged to speak the truth. In the event that a student cannot perform the activity themselves, they answer on behalf of their family, if possible (e.g. buying energy-efficient appliances). The first student to fill in names to complete a horizontal or vertical column wins a "line". Whoever fills in all the slots wins the entire game.

Reflection: After the activity is finished, the teacher can ask students which slot (question) was the

hardest to fill in, e. g. to find someone who could answer yes. Together they can talk about the reasons for this.

Activity: Bingo

WORKSHEET:

Do you prefer buying Georgian	Do you save water when you	Do you intentionally seek out
products to imported ones?	take showers?	information about the environment?
Name:	Name:	Name:
Do you prefer to use your own (fabric) grocery bag when shopping and refuse plastic bags (that you get in the supermarket)?	Do you boycott beach resorts built illegally?	Do you check where goods were made or imported from and prefer goods produced closer to where you live/from closer countries?
Name:	Name:	Name:
Do you recycle waste?	Do you prefer re- usable goods (dishes, textiles)?	Do you set your air conditioning on approx. 25°
Name:	Name:	Name:
Do you walk to school, ride a bike or use public transportation?	Do you always dispose of waste in public rubbish bins?	Do you always switch off the lights when you leave the room?
Name:	Name:	Name:

BRISTOL BIKE PROJECT

Alistair Oldman / UK / 2009 / 17 min/



The Bristol Bike Project collects old and unwanted bicycles that are donated from the general public. They then work on the bicycles with political refugees and asylum seekers to recycle the bikes and to simultaneously give purpose and of course a means of transport to a group of people living on the very margins of society. Having a bicycle provides a small liberty in lives where few choices are available.

Background Information

Main topic: Migration

Secondary topics: Civil Activism, recycling

1. What's the difference between an immigrant, an economic migrant, and a refugee?

Immigrants usually leave their country of origin voluntarily, often in order to improve their standard of living as well as that of their family (a so-called economic migrant). Besides economic motives, people move to other countries because of family, education, etc.

Refugees primarily don't quit their countries because of a poor financial situation or unemployment, but to escape from **danger**, **war**, **discrimination**, or **political persecution**, for example. Refugees in a so-called safe country have the right to apply for **international protection** (**asylum**), which is (or is not) provided to them, based on the verification of their motives. In the case of military conflicts, **refugee status** can also be granted to a group of people as a whole without verifying their individual applications.

In practice, it can be difficult to distinguish an economic migrant from a refugee. Nonetheless, as a general rule, it holds true that while an immigrant can enjoy the effective protection of the government of their country of origin, a refugee can't.

A refugee is "[a] person who is outside his/her country of nationality or habitual residence; has a well-founded fear of persecution because of his/her race, religion, nationality, membership in a particular social group or political opinion; and is unable or unwilling to avail himself/herself of the protection of that country..." or to return there, for fear of persecution."

UN Convention Relating to the Status of Refugees (1951)

In modern history, Czechs fled the country during the time of the communist regime. They were granted political asylum in democratic countries. A wave of refugees also left the Czech lands

during the Second World War due to fear of Nazi persecution. Conversely, before the outbreak of the war, Czechoslovakia had been a place refugees had gone to, particularly people of Jewish origin.

2. What are the consequences of migration for the countries people go to and the countries they leave?

Migration has consequences for the countries that migrants move to, and it also influences the situation in their country of origin. As regards migration, it is possible to find advantages and disadvantages on both sides. It is in everyone's interest for the advantages to outweigh the disadvantages. No universal solution for attaining this exists, however.

Immigrants can be a boon to a target country, if it has a labour shortage. This often pertains to unskilled jobs, which locals are not interested in, or qualified specialised professions. There is great demand, for example, for nurses and doctors. If these people move to a country and fill a gap in the labour market, it is of benefit to society. Moreover, in the case of educated immigrants, the recipient state obtains experts on whom it has not expended any resources. Nonetheless, this gives rise to problems on the other side – in the country of origin that is losing its qualified people. In view of the fact that this often concerns poor countries where education is highly valued, this is not insignificant. Qualified people are a precondition for the country's future development. Nonetheless, in recent years, people with professional expertise have been following the trend whereby migrants return to their own country after a certain period (so-called circular migration). The migrants come back enriched with experiences of another country, often with higher qualifications, and usually with savings. Such people are again very useful to their country.

Economically developed countries often have to contend with an **aging population**. Immigrants can at least slow down this trend. On the other hand, poor countries rather have the opposite problem. Lots of people with limited job opportunities will give rise to significant social problems and tensions. Migration is a safety valve that helps resolve this difficult situation. Moreover, migrants send their relatives money in order to improve their standard of living. This brings funds that are lacking into the country. These monies are called **remittances**. Their **overall volume annually amounts to more than official development aid**. There are also projects emerging as to how to direct this money towards the development of infrastructure instead of it ending up solely in private hands. Families who receive money from their relatives abroad primarily use it to ensure their basic living requirements and then to educate their children. In some countries (e.g. in China), families club together to send one of their members to an affluent state for work, and they then expect this person to financially support them. Nonetheless, not even remittances can solve the problem when there is a lack of qualified workers in the country of origin because of migration.

In recipient countries, a large influx of immigrants can cause considerable **social problems and tensions**. Consequently, each country strives to control migration on their territory and, besides support programmes, they also introduce restrictions. At the same time, illegal migration also has significant economic and social consequences.

3. If the Armenian or any non EU citizen wants to work in any EU country what kind of obstacles he or she has to overcome? What he or she has to do to be able work in EU?

Any person who does not have a passport of one of the EU countries and wants to work in one of the 27 member countries must obtain a work visa and then a work permit. Most often people

apply for a work visa from outside the country they want to work in, at an embassy of that country in their home country. So if an Armenian wants to go to Germany, he or she would have to go to the German embassy in Yerevan. Although citizens of countries with visa-free entry into the EU, like the United States, can sometimes apply for this permit from inside the country.

In most cases and in most EU countries, you have to have a job offer before applying for a work visa. This means, you need to have a contract or a letter from an employer in the country where you want to go, or from a recruiter in your country. Although in some cases you do not have to have it. For example, in the United Kingdom, there is a special two-year visa for highly-qualified workers who have to prove that they have a high level of education, work experience and skills in a desirable field. They can then come to the UK and look for a job there. Another example, is Poland, where some non-EU citizens who want to work in specific sectors (like agriculture or construction) can get visas for up to 6 months without going through complicated procedures. Otherwise, one has to apply for a specific position

In addition to a contract from an employer, you will need a number of other documents in order to get a work visa. The requirements still different a bit from country to country, but most often you need to prove that you have a certain amount of money from which you can support yourself, proof that you have arranged for accommodation in the country you are going to, and often purchase insurance that is recognized in that country, or proof that your employer will pay for it. You usually also have to pay for your visa once you receive the confirmation that you have been granted one. It is also important to remember that even if you have all the necessary documents, it is not guaranteed that you will be given a work visa. The procedure can also take up a lot of time, especially if you are applying from a country from which many people go to the country of destination.

Once you get a work visa and arrive in an EU country, you have to go and receive your work and residency permits, to which are entitled to because of your visa. Most work permits to the EU are given out with validity between one and four years, but it depends on the rules of the country and the work contract that you have.

The European Union has introduced a number of work visa schemes focused on specific types of workers. The most recent is the Blue Card, that should be available from most EU countries starting next year. This "card" is specifically made for high-skilled, well-educated workers, and makes it easier for them to come and work.

One other way of coming to the European Union to work is with an enterpreneurship visa, meaning you would be coming to start your own business. The rules for receiving this type of visas are even more varied between different EU countries. In some cases you need to prove that you are going to invest a certain amount of money, sometimes show that you have a detailed plan to develop your future business. In general this requires much for of an initial investment and is usually a much less certain option than the work visa, especially if it is your first long-term stay in the country. Usually non-EU citizens apply for this type of visa after they live in an EU country for a few years with a work or study visa.

Besides the required documents and finances that you have to present at the embassy of the country you would want to go to, it is also important to think about whether you know something about that country or someone who lives there. Having a support network in or knowledge of the country you're going to is just as important as getting the proper documents to actually go there.

4. Is it difficult to find a job in EU countries? Is it more difficult that for EU inhabitants?

Most European countries, or more specifically their governments and policy makers, are now interested most in attracting foreigners who are "highly-skilled" workers. Policymakers and employers are interested in non-EU immigrants with so-called special skills – people to fill top-management positions, or those in medical professions, IT sector and some others. In reality, though, many European countries, also don't have enough people interested in doing some low-or unskilled jobs like street-cleaning, caretakers, service industry (hotels, restaurants, etc.), housecare, factory work etc. And many immigrants from outside the EU have already come to fill these positions.

At the same time, it is important to remember that European labour law favours European citizens over foreigners from non-EU countries, and this will probably always be the case. Unless an immigrant has already received permanent residency in an EU country, he or she will always have to apply for or renew a work visa and work permit (usually every one or two years) and the permit usually depends on the specific employer and specific job. Now in many countries, before and employer hires a worker form outside the EU, or renews his or her contract, he has to prove to authorities in his country that non of his fellow citizens are interested or can fill the position. In practice this means, the employer has to advertise for the position in newspapers or through the labour office and wait a set number of days before give the position to a non-EU national.

This and other measures that are meant to give precedence to local EU workers over on-EU citizens have become stricter in many countries since the onset of the economic crisis in 2008-9. Because unemployment rates among EU citizens have noticeably grown in most EU member countries, governments want to give their own citizens more opportunities to find jobs. Still, though, across the EU there are unfilled positions in both high and low skilled sectors.

According to most prognoses, in the next 20-30 years the European Union will need more and more workers from the outside with each year. The European population is quickly ageing, which means there will be more and more older people who are not working and need care. At the same time, the number of people born each year is not growing very quickly, and in many countries the birth-rate is slowing down. As a result, the size of the workforce, i.e. the number of people who are able to work, will be smaller in comparison to the number of non-working people in 20 years than it is now. A lot of experts agree, that this lacking workforce can and should be supplemented by workers from outside of the EU, but immigration policy are always affected by the political and economic situation of the time.

In general, finding an open position is not very hard if one knows the language of the country or English. Openings are often advertised or international or national web portals or through newspapers. Large companies often look for workers from abroad, especially if they are young and well-educated. There is also often a need for seasonal workers – meaning temporary workers that come for short periods of time, most often to work in agriculture, construction or tourism. But as was mentioned above, the employers may often have more problems hiring a person from abroad because of the country's regulations.

Activity 1:

Film: Bristol Bike project

Reflection activity

Age group: 10+

Relevant Topics: Migration, refugees, active citizenship

Learning Objectives:

• To reflect the experience from the film

• To listen to the feelings of others

Time: 15 minutes

Tools: A sheet of paper and a pen for each student, a box

Approach:

- Each pupil gets their own sheet of paper.
- The pupils write down anonymously their immediate impressions from the film on a sheet of paper. We use the method of free writing: pupils have a limited time (about 1 minute) to describe their feelings, thoughts or opinions regardless to grammar, synopsis, etc. They can use sentences, words or key words.
- We ask pupils to throw a sheet of the paper with their opinion into the prepared box.
- Then we let each pupil to take one sheet of paper out of the box and read the opinion of another pupil. If someone takes his/her own sheet of paper, s/he returns it and chooses another.

Reflection: The reflection takes the form of discussion on the content of individual sheets of paper.

Activity 2: HOME

ITOME

Film: Bristol Bike project

Age group: 10+

Relevant topics: Migration, refugees

Learning objective:

To find out that home is not just a place we live in

Time: 15 minutes – 1 hour

Tools: writing materials, art materials, paper

Approach:

Students are brainstorm to create a mind map, in which terms, pictures, etc. are taken. These terms, pictures are associated with their homes. After the discussion that follows, there should be a summary of all the things a home means. This should be noted on the flipchart as a mind map (for this activity, the method of collage can also be used):

- a) Students have to make a collage, which represents what are they imagine by the term home. It can be a house where they live with family, but in the assignment, it should be made clear that they can interpret the topic more globally. They can also incorporate the country where they live and all that they consider necessary for their own well-being, comfort and sense of safety. They make a collage on a piece of paper. Now they paste cuttings from magazines and newspapers. They can also use the written text, which is put together in the sense they want. They can sketch (in pencil or crayon). Fantasy and creativity have no limits.
- b) Then invite students to make an "exhibition" of their works (collage). Then a discussion will follow. From the discussion, what constitutes home (what home for man means) should be clearly summarized. It should be noted down on the flipchart which is to serve the purpose of a mind map.
- c) Film projection. Bristol Bike Project

Reflection: As a form of essays on the topic "At night I had a dream that I was a migrant, a refugee". Students write the essays directly in the lesson or as homework. They should capture a vision or story in which they would be pressured to leave home.

The reflection can be also be done also in a form (short-time) where students will answer questions (we give them no more than 5 minutes to answer): write 5 things which you take with you when you need to leave home fast; write 5 things which you would miss after leaving home. In conclusion, discuss (what the students wrote).

Activity 3: CROSSWORDS

Film: Bristol Bike project

Age group: 13+

Relevant topic: Migration

Learning objective:

To learn definitions connected with the topic of migration

Time: 5-10 minutes

Tools: Worksheet, writing materials

Approach:

Divide students into groups and get them to fill in the crossword on the worksheet as quickly as possible.

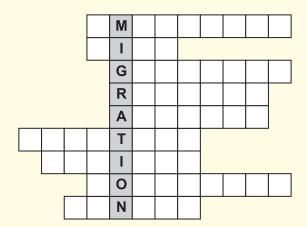
SOLUTION: 1., 2., MIGRATION

Reflection: Talk with the participants about the definitions once more. Make sure they all understood the terms. Explain it in other words if necessary.

Activity: Crossword

WORKSHEET

- 1. Status of a person who is living in foreign country.
- 2. Permission to enter a country.
- 3. Mass killings that can serve as a reason for mass migration.
- 4. Person who was forced to leave his country (for war or political, social ethnic and religious pressures).
- 5. A country which was founded by emigrants.
- 6. After crossing it you become a foreigner.
- 7. Person living in his own country.
- 8. Person who is living in a foreign country but isn't a citizen of that country.
- 9. Person who provides people with visa.



^{1.} Immigrant, 2. Visa, 3. Genocide, 4. Refugee, 5. America,

^{6.} Frontier 7. Citizen, 8. Foreigner, 9. Consul

Activity 4:

FILLING UP THE QUESTIONAIRE

Film: Bristol Bike project

Age group: 10+

Relevant topics: Migration, refugees

Learning objective:

To introduce difficulties faced abroad

Time: 5-10 minutes

Tools: Worksheet, writing materials

Approach:

Give each of the participants a copy of the worksheet. Ask them to fill it in. All of them should work independently. They should not ask any questions; only do their task as far as they can.

Reflection: Talk with participants about their feelings. What was it like? Was it difficult? Why? Is it only the language barrier? What other difficulties may occur when arriving in a foreign country?

Activity: Filling up the questionnaire

WORKSHEET

HAKEMUS

Etunimi ja sukunimi:

Syntymäpaivä ja syntymäpaikka:

Kansalisuus:

Vanhempien sukunimet:

Kiellet mitä voitte käyttää:

Nykyinen koulu:

Miksi haluat tulla Suomeen?

Translation for teachers

Questionnaire

Name, surname

Date and place of birth

Citizenship

Name of parents

Languages you know

School where you are currently studying

The reason for being in Finland

THE MAN WHO PLANTED TREES

Fredérick Back / Canada / 1987 / 30 min.



In the poetic animated film we follow the story of fictional character Élzeard Bouffier, lonely herdsman living in the wilderness in the French Alps. One day, dating to 1910, he is met by a young traveller. The fascinated traveller watches Élzeard Bouffier who every day plants one hundred acorns into barren ground in order to return life to the place, which is seemingly forever dead. The traveller cannot forget the selfless Élzeard so he decides to visit him after the decade again. He returns back and finds that in the place that was barren grows up young forest. The herdsman tirelessly and selflessly continues in work that gives him the meaning of life. After many years, the area will regenerate and it will be populated by animals and people. The story shows how powerful may be the intervention of one man who perseveres in his selfless work.

Background Information

Main topic: Nature protection and sustainable development

Secondary topics: Forest maintainance, forest as a natural co-existance of living organisms, tree planting

1. Why are trees (forests) so important for human life?

Apart from plants which grow on trees and apart from having wood as one of the basic raw materials, trees/forests and all green plants allow us – people and animals (all living things) – to live on Earth. And, that is thanks to the **photosynthesis**, a process through which carbon dioxide transforms into oxygen, which we need for breathing.

Another absolutely irreplaceable meaning of forests is the fact that they have the **ability** to contain and hold water in the environment and thus prevent floods. We notice the difference immediately, when so called glades (large part of cut down forest) are created due to trees extraction. Rain cannot hold on the glades, it does not soak in the ground and flows away. Usually it ends up in the close by brooks and rivers, which increases the probability of floods (mostly during heavy downpours). The soil in the glades stays dry and its quality is deteriorating. Furthermore, it is very difficult to plant new trees there, and it is very hard for

the forest to renew itself in those areas as well. Deforestation impacts very seriously the local climate.

Forests are also indispensable for millions of live organisms including people, whom they offer livelihood, shelter or food.

2. How much area do the forests cover on Earth? Where can we find the most important forest area?

Forests cover more than 30 percent of dry land of Earth. On the worldwide scale the largest type of forest if so called **taiga**, which is the northern coniferous forest, and it constitutes **almost a third of the wooded areas on Earth**. The taiga stretches across the Northern hemisphere across continents – we can find it in Russia, in Iceland, Poland, Sweden, Norway, Mongolia, the USA and in Canada.

However, a very important role in the functioning of the planet plays the Amazon rain forest. Because it has the ability to retain a vast amount of CO2, it has an influence of the global climate and often it is called the lungs of the world. The Amazon rain forest reaches across a number of South American countries, most importantly across Brazil. The deforestation of the Amazon rain forest, which area was reduced by 17 percent in the last fifty years, means that there is more than half a billion more carbon emissions in Earth's atmosphere. Although this area is presently called the lungs of the world, further tree cutting presents a great global problem.

3. What happens to the environmental landscape, if we leave it to lie dormant? In how long will the life return back to it?

In 1999, the Czech biologist Jiri Sadlo wrote in the naturalist magazine *Space* an article called *What will be, when it falls down*. In this article he ponders over the development of Prague, our capital, without people. He describes in a very apt way the so called secondary succession (a development of an ecosystem in already existing communities). "The city is a man-made system still preserved by him. More so, it is unstable – as soon as the human influence passes over, everything starts to overgrow. Or, more eloquently, succession processes step in and they run the areas back towards nature, back to a certain final (default) stage, which we called the climax and which mostly is the forest in our corner of the world. I am using "back towards" and "certain" – the fact being that the default stage is reached easily when we let a field lie dormant, but the process is more difficult when the National theater lies dormant. The process will go slower and the default/final stage will never be reached, because there is always going be a knoll made of stones and around it the conditions will be different than in the original forest – the kind of trees that will grow there will be a little different and the kind of insect eating the trees will therefore be also different.

The beginnings of these reparation processes can be seen on each empty space, building site or after a demolition, which are left to its fate. It begins with annual kinds of plants. Its seeds got there either during the formation of the site or they may have been in the soil long before that – it could be resting deep in the soil for hundred years. Almost at the same time perennials and some timber plants start to appear. Those are a stronger competitor but slower in growth, therefore a whole competitive array of plants supersedes one another – first on a first come first serve basis, but then it's the survival of the fittest."

4. What are the most common reasons for deforestation?

Deforestation happens mostly **in connection with wood logging** (the top ranking countries are Brazil followed by Indonesia). Other reasons are building of **infrastructure and expansion**

of agricultural land. Spaces left after the cut down rain forest are mostly used for planting monoculture soy plants and oil palms.

Palm oil – which can be found in many kinds of sweets and also cosmetics – is behind most of the logging in southeastern Asia, mostly in the Borneo and Sumatra islands (according to the UNEP – United Nations Environment Programme). Due to the palm plantations, 90 percent of the living organisms vanished in these areas, including the critically endangered orangutan.

Even more dramatic impact has the cultivation of soy, which is used as a main type of food for farm animals, all over the world. The soil needed for soy production, which has been used up by the European market since the ban of meat and bone meal in 1996, equals about the area, which has been deforested in Brazil for the same period of time.

5. What kind of impact can a systematic deforestation have on the landscape?

Deforestation (cutting forests) is one of the serious environmental problems of the present time. According to WWF (World Wildlife Fund) 12-15 million hectares of forest disappears from the surface of the Earth each year. That's about 36 football fields a minute. Tropical rain forests disappear the fastest.

One of the most negative impacts is the rapid decrease of plant and animal species – when taking into consideration that tropical rain forests are a home of 80 percent of the documented species, it is a truly serious problem. About a 15 percent increase in the greenhouse gases emissions is also connected with the rain forest logging, which is, according to WWF a third of all greenhouse gases produced by the human activity. Other serious impacts include disruption of the water cycle, soil erosion and last but not least the rupture of local ties between people and the environment – millions of people who depended on small farming or hunting lost their livelihood in the benefit of large multinational corporations growing soy and other plants. In connection with the massive planting of soy on the huge soy plantations of deforested land, it is even spoken about the modern day slavery, where people work in absolutely unacceptable conditions similar to slavery or forced labor. The Brazilian authorities estimate that each year about 8000 people work this in these conditions.

Green Box

Landscape in time

The landscape changes in time and place. We see something else in the Amazon, the Himalayas, New York Central Park, or the countryside of the southern Bohemia. The landscape behind our house looked differently a hundred, five hundred or five thousand years. Man influences the landscape and its changes in a very important way ever since he started to differ from other beings by thinking and behavior, which was around 5-8 million years ago. Gradually other milestones were reached, when our ancestors started to eat meat-based diet, when they started to make tools, when they started to settle, build dwellings, keep livestock and plant crops, etc.

The first civilizations began to rise approx. 10,5 thousand years ago. Their development was related to the end of nomadic way of life and more often to significant interventions into the environment. It was mostly wood logging, which lead to soil erosion, disturbance of the water cycle in the environment and also climate changes. Planting crops and keeping livestock ensured a stable food supply for the people, which conversely prompted a population explosion.

6. Are there any organizations which pursue the issue of deforestation or new trees planting?

There are many such organizations on local or international level. On a single state level, the state administration should play an important role in the protection of the environment – agencies such as in the Ministry of Environment, State Agencies of Environment, Biological Resources, Water Resources which are the major organizations for protected landscape areas, natural reserves, national natural areas or nature reservations in the Republic of Armenia. However, the national administration is often accompanied by non-governmental organizations such as the ATP charitable foundation, "Byurakn" NGO, "Nature Protection Agency" NGO, "BURG" environmental and youth organization, "Eco-news" informational NGO, Greens Union of Armenia and etc. Some of the major international organizations, which pursue the issue of environment protection in the wider sense (meaning also the forest protection) are the International Union for Conservation of Nature (IUCN) and the United Nations Environment Programmed (UNEP) and OSCE Yerevan office.

7. Was Elzeard Bouffier a real person? Does the forest he planted exist?

No. Jean Giono, the author of the novel which was the basis for the film, thought out the character. In the 1957 letter he wrote, "The goal was to make trees more attractive, or even better, make tree planting more attractive." And to a certain degree it worked out. His thin book, which he wrote in 1953, was translated into several languages and in 1987, it was made into a film adaptation and found many admirers, all over the world.

Activity 1:

Film: The Man who Planted Trees

Reflection activity
Age group: 10+

Relevant topics: environment, human and landscape

Learning objective:

To reflect the experience from the film

Time: 5 minutes

Tools: a board or flipchart

Approach:

We ask the pupils to say one word that describes the strongest feeling that they had while watching the film. We can write their opinions on the board or flipchart.

Reflection: We summarize the feelings that pupils had watching the film. If any feeling occurred more than once, we ask pupils why it was so.

Activity 2:

WHERE IS THE DIFFERENCE?

Film: The Man who Planted Trees

Age group: 13+

Relevant topics: environment, human and landscape

Learning objectives:

To recognize the importance of individual features of landscape in nature

• To observe changes in the landscape

To see the relationship between cause and consequence

• To learn to communicate and cooperate

Time: 20 minutes

Tools: A worksheet for pairs (or photos or postcards from the same place in different historical periods)

Approach:

- Divide the students into pairs and give them the worksheets (or photos or postcards from the same place in a different historical period)
- Pairs look for differences
- After finding the differences, the pairs think about the causes and consequences of changes

Reflection: At the end of the activity, students answer these questions together: Which features of landscape are in the pictures? What was the character of the landscape in the past and now? Where are the differences? Which of the pictures is closer to nature? What are the causes of the changes in nature? What may the consequences of the changes in nature be?

Activity: Where is the difference?

WORKSHEET

Same places in different times

The statue of King Trdat (Yerevan)



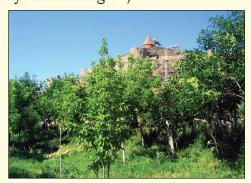


2005

2007

Saint Trdat Church (Vayots Dzor region)

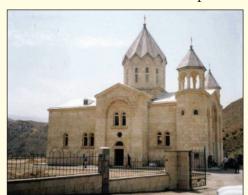




2005

2007

Khor Virap Monastery (Ararat region)





2001

2006

Source: http://www.armeniatree.org/whatwedo/gallery/sites/index.htm

Activity 3:

Film: The Man who Planted Trees

Age group: 13+

Relevant topic: environment

Learning objectives:

To learn basic terms of landscape ecology

To gain a basic knowledge of landscape ecology

To learn to communicate and cooperate

Time: 20 minutes

Tools: A worksheet for each student, additional information for the teacher

Approach:

• After watching the film, the teacher gives students a worksheet.

- Students walk amongst each other and ask questions listed in the worksheet. If he/she agrees with the answer, he/she fills it in the worksheet. Each student can answer just one question.
- The goal is to answer all 16 questions.
- Whoever has all slots filled in wins the Bingo.
- After the game is over, the teacher asks students to read the answers. If no one has the right answer, the teacher answers (according to the additional information for the teacher).

Reflection: At the end of the activity, the teacher asks: Did you learn something new? Which question was the hardest to fill in? Which question was the easiest to fill in? Together they can talk about the reasons as to why that could be.

Activity: Bingo

WORKSHEET

What is the difference between the natural land-scape and cultural land-scape?	The cultural landscape is made by:	The natural landscape is made by:
What is an alley?	What is monoculture?	What is meander?
Name three conifers:	Name three broadleaved trees:	Name three shrubs:
What is the difference between a lake and a pond?	How you can estimate the age of a tree?	What is the name of the fruit of beech and oak?

Additional information for teachers

What is the difference between the natural landscape and cultural landscape? Natural landscape – without human intervention Cultural landscape – after human intervention (roads, fields, buildings)	The cultural landscape is made by: Roads, buildings, gardens, vine-yards	The natural landscape is made by: Forests, rivers, lakes, mountains
What is an alley? A straight route with a line of trees	What is monoculture? The agricultural practice of product or growing a single crop or plant species over a wide area and for a large number of consecutive years.	What is meander? Unregulated river flow which consists of a number of bends. A meander is formed when the moving water in a stream erodes the outer banks and widens its valley.
Name three conifers: Fir tree, spruce, pine tree, larch	Name three broadleaved trees: Poplar tree, birch tree, oak tree, beech,	Name three shrubs: Wild rose, hawthorn, black elder, currant
What is the difference between lake and pond? Lake – a natural formation Pond – a formation built up by man	How you can estimate the age of the tree? According to its annual rings (each year a new one grows)	What is the name of the fruit of the oak tree? Acorn

Activity 4: IN THE PAST

Film: The Man who Planted Trees

Age group: 13+

Relevant topics: Environmental issues, civic attitudes

Learning objectives:

• To recognize which natural and architectonic features are typical for their town/village

- To know the importance of individual natural features for the formation of landscape
- To learn how to work with a map
- To learn how to find information and work with it

Time: 2x45 minutes

Tools: A worksheet for each group

Approach:

- The teacher divides pupils into groups of 4-5 people.
- Each group gets a map of a city/village and a worksheet
- The groups fill in the worksheet. They write on the worksheet all places that are typical for their city/village and the region and plot them on the map.
- Each group presents the results of their work. The teacher asks: How is our city/village different from others? Which natural or architectonic features are typical for our city/village? Were these features always here? How old are the trees in our city/village? Who planted them?
- The teacher screens the film.
- After screening the film, the teacher divides pupils into new groups of 5-6 people. The task of the groups is to prepare a report about the history of the city/village. They can speak with a witness, find some historical documents, old photos or postcards, read a chronicle of the city/village, regional literature or use the internet.
- The pupils work in groups. They prepare a plan for the project and questions about the monitored area. (How has the place changed? When were the trees planted?)
- Each group finds a witness that has lived in the city / village for a long time and makes an appointment with him/her. The pupils interview the witness. They make notes during the interview that will be used as the background information for the report.
- After the interview, pupils can find other information about the monitored area through historical documents, old photos or postcards, chronicles or regional literature.
- Afterwards, pupils prepare the report based on the information they got. They can prepare the report in different forms; for example, a classic written reportage, comics, a poster...
- At the end of the project, pupils present their work in the class.

Reflection: The reflection is done using the method of "four corners". Teacher writes these questions on four pieces of paper:

- 1. What did we learn?
- 2. What did we have troubles with?
- 3. What was the most interesting?
- **4.** Other ideas for future activity

The groups write their answers on the pieces of paper. The pieces of paper serve the teacher as feedback. They may be shown in the classroom and used as inspiration for future work.

Activity: In the past

WORKSHEET

THE PLACE WHERE I LIVE

Name of the land- scape feature	Description	Location (position in the map)	Other comment

EXAMPLE

Name of the landscape feature	Description	Location (position on the map)	Other comment
Park	Park of thick oaks. Based on the trunk size, the oaks are more than 80 years old.	Posted on the map	There are 7 oaks. My grandfather says that he planted them when he arrived home from the 2nd world war
Church	A little church near the village	Posted on the map	The surrounding of area of the church is not been preserved and grass is growing around. The church would look better if the surrounding area were cleaned.

KID'S RIGHTS

HABIBOLA: Christel Voorn / Netherlands / 2010 / 3 min.



Fifteen-year-old Habibola who comes from Afghanistan is spending his eighteenth month in a refugee camp in Holland. His dream is to become a pilot, doctor or a lawyer. He knows it will not be easy and that is why is ready for a difficult study. At first though, he has to obtain an asylum and believes that he will not end up like his two best friends who were deported back to their countries , where they away from, after they had spent many years in the refugee camp. Although Habibola misses his parents, he knows, he cannot go back home. They attempted to murder his father and he is not safe there.

Background Information

Main topic: Human /children/ rights

Secondary topics: Migration, provision of living conditions for refugees

1. Who is a refugee?

Refugees are a specific group among the migrants who leave their homeland for various reasons. According to the UN Agreement about the legal status of refugees, these are **persons**, **who due** to substantiated fear of persecution due to race, religion, nationality, belonging to a certain social group or due to their political opinions left their country.

However, foremost, a refugee is a **normal person**, **who happens to be in a not normal situation**, and it is important to remember, that even in the new environment he **does not stop having basic human needs**. Besides the need to eat, sleep or the feeling of security, the needs also include the need for family life, self-reliance, functioning communication, preserving of human dignity, employment and sensible activity and the need to belong. It is important to say that conditions in the Czech region and when taking into consideration the worldwide trends, which lead to more strict migration policies, the above-mentioned needs are not fulfilled. A person – refugee leaves their home, sometimes family, burns bridges behind him, sells his flat or house, invests all resources into the trip for a better life. However, in the country where he looks for asylum he is met with the stark reality. Not only are his activities during the asylum procedure very limited, but he also finds out that to get the asylum status is almost impossible, as well as the legalization of his stay in any other way. His past does not exist and future is

very uncertain. Add the psychological trauma cased by war, escape, the experience of an illegal immigrant etc.; it is clear that the life of a refugee is very frustrating and difficult.

2. What is an asylum?

Asylum – the new term used is "international protection" – means **ensuring safety for people escaping their homeland from serious reasons**. Countries, which offer protection to refugees, are called the host countries. Most of the refugees look for protection in the countries bordering with their home country. Often they live in refugee camps, where they wait for the conditions in their homeland to be good enough to be able to return safely again.

3. Can we say which regions do people leave the most, and why?

The most common reason, for people leave t heir homes is an international conflict or a civil war. Part of the refugees is recruited from countries where the political system persecutes or victimizes persons who speak against the regime or who are deemed unfit.

According to the UN, there are over 10 million people with the refugee status around the world. There was a great rise in the numbers during the 90's when there were several war conflicts happening. Since then the numbers have been decreasing. In 2004, about a million of refugees returned home to Afghanistan, and about another two million stay in exile. Many refugees also returned home to Burundi, Angola and Liberia, where the civil wars had ended. The Balkans crisis was over. In the recent years (2012), a large portion of the refugees was from the Sudan and Iraq.

4. In the future, can we expect migration waves caused by global changes in the climate?

The environment and its changes can be – and are – one of the causes for migration. In the recent years, there was no significant migration due to ecological reasons. Global changes in climate could in some regions cause long term draughts and the degradation of agricultural land, followed by the loss of livelihoods in the given regions.

5. Who gets the asylum status most often and according to which rules is it given?

The rules for accepting asylum seekers' applications are determined by each country in their local policies and they are supposed to check the right of the seeker to gain the status. Its provisions also bind states, which ratified the UN Agreement on the legal status of refugees. The Agreement include a definition of the term refugee and states the basic rights of people who run away from their countries, such as freedom of religion and movement, the right to work, education and access to their travel documents.

In practice - especially in the economically developed countries - it is sometimes difficult to distinguish an economical migrant from refugees. Since people who come to the country due to their financial situation as opposed to due to fear of their safety also seek asylum status. Each asylum application is therefore checked and decided upon individually. In the case of a sudden mass exodus, which is caused by for example ethnic cleansing, is not possible to decide on the applications on an individual basis. The protection can then be given to a group as a whole.

6. What happens with the applicants who do not get the asylum status?

The applicants who are not successful can stay in the host country as long as they file for documents for foreigners in the country, which legalize their stay. However, in real life often they stay in the country even without the needed documents and needed authorization. In such cases, the persons become so called illegal immigrants, whom are faced with expulsion from the country if they are found.

7. Are the illegal immigrants being employed? Which fields of work does this happen most often and how to the foreigners seek jobs?

Yes, in the CZ many foreigners do not have the permission to stay or work in the country. Their numbers cannot be determined exactly, the estimates are between 30 and 300 thousand people. Often, these people get in the country in a legal way as tourists or students. After the expiration of their visa, they stay in our country and work most of the time. The correct way would be for the foreigner to **find a job in CZ and get a work permit for CZ when he is still in his homeland (or outside of the country)**. However, it is complicated and lengthy process, and that is why many chose the illegal way. Foreigners, even with the work permit arrive in the CZ with the assistance of an agent, who finds them a job and even housing. Even people whom the Ministry of Interior did not extend their work permit stay here. In addition, those who lost their job and could not find another one in the legally stated period.

Illegal migrants mostly do work where **no qualifications are needed**. They are in many industries such as building, factories, or cleaners. The employers hire the illegal work force in the attempt to decrease their costs. That way they avoid compulsory social tax deductions and they can offer smaller wages to those types of workers.

8. Do these foreign workers have the same rights as the legally employed workers?

Illegally employed foreign workers have only minimum possibilities how to protect their rights. For example in the case, when their employer does not pay them the wage they agreed on or does not uphold work safety standards. Big problems start in case of injuries and health complications, because illegal immigrants usually do not pay health insurance. Moreover, they constantly live in tense conditions that they will be discovered and expelled. They are very reliant on their agent (if they have it) or the employer, and therefore very vulnerable. Their living and working conditions are mostly very bad. According to international agreements, children of illegal immigrants have the right to elementary education and the school principals should not report their presence to the police.

Activity 1:

WHAT I NEVER FORGET

Film: Habibola Reflection activity Age group: 10+

Relevant topics: Human (child) rights, migration, poverty – living in a trap

Learning objective:

To reflect the experience from the film

Time: 15 minutes

Tools: A sheet of paper and a pen for each student

Approach:

- Pupils write on a sheet of paper the scene that was the most interesting for them. The description is very short (one or two sentences). We ask pupils to write what was surprising, interesting, shocking or what evoked positive or negative feelings.
- We divide the pupils into groups. We ask students to discuss their opinions in the group. Their task is to explain why they chose a particular scene.
- We go through the class and listen to what they are talking about. We do not disturb them. We just need to know what the pupils are talking about. We use the information during the reflection.

Reflection: The reflection takes the form of a discussion. Some students present their opinions. We ask them: What feelings did the film evoke in you? Why did you choose the scene? Was the information from the film new for you?

Activity 2:

Film: Habibola Age group: 10+

Relevant topics: Human (child) rights, migration, poverty – living in a trap

Learning objectives:

To discuss the values a child needs for a contented life

To develop empathy for others

To formulate approaches that may help resolve challenging life situations

Time: 30-45 minutes

Tools: A worksheet for everyone

Approach:

Each pupil gets their own worksheet.

- We set the time in which students are to work through the assigned tasks (for the time being, they only formulate task no. 3 for themselves).
- We then divide the pupils into groups in which they read each other's work; they can ask questions, make additions and jointly finish task no. 3.

Reflection: This follows after the worksheets have been read and discussed. In summarising task no. 3, it is also possible to create from the groups' dreams three common dreams for the entire class or a "universal" dream that is acceptable for everyone. It is then possible to discuss what dreams people on the fringes of society have or how street children can fulfil their dreams. It is appropriate to look for moments from the film where children's rights are threatened or violated. We can compare our dreams with their dreams and appreciate how they differ from each other and why this is the case.

Activity: Wishes and dreams

WORKSHEET

WISHES AND DREAMS

Habibola, the boy in the movie, lives together with 400 other people in a big building in a forest. He and his family have to flee from Afghanistan, but some people want to kill his father.

- 1) Write down what was the main thing that he was missing and what were his wishes.
- 2) What would you do if you knew a child in this situation? Who would you ask for help?
- 3) Compile a list of your dreams and wishes. Then speak about what you wrote in the group.
- 4) Compare your work with other peers and try to come to a consensus about three dreams which are common to all students in your group.

ANNE: Ayfer Ergun/Netherlands/ 2010 / 4 min.



Nine year-old Anne from Albania don't like the job, because people yell at her often and sometimes they even hit her. Every day, instead of going to school, she spends time in heavy traffic on the street, and washes windshields of the cars waiting there. With time, she noticed that if she smiles at the driver she gets more money and than men give more than women. If she makes three Euros a day, she is satisfied, as her parents will be able to use the earned money and buy food and other necessary things.

Background Information

Main topic: Human (children) rights

Secondary topics: Children labor, right for education

1. In which parts of the world is the issue of child labour the most prevalent?

Mostly children have to work in developing countries, especially in Southeast Asia and sub-Saharan Africa. About 250 million of children must work around the world, which is a whole ¼ of all children between the ages of 5 to 14 years. The greatest portion of working children has Asia (61%), then Africa (32%) and Latin America (7%).

In Asia, employment of children is not always illegal, since in some Asian countries working is allowed from 14 years of age. Children here work in agriculture" in the rice fields, tea plantations or taking care of cattle. Further, they work in textile industry, stone quarries, recycling garbage or selling various articles. The biggest number of working children between the ages of four and fourteen can be found in India. In India, Pakistan and Nepal, more than a million children work 12 hours a day in the carpet making shops, in very bad sanitary conditions.

In Bangladesh and Nepal, many children work for a minimum wage in tea plantations, in Thailand and China in factories producing toys and sporting goods. In Indonesia, the state policy states that children can work 4 hours a day and about three hundred thousand children do so there.

In Africa, every third child works in agriculture or sells articles in the local market place. Approximately 67 million children work in the Sub-Saharan Africa region and another 21 million in northern Africa. For example in Egypt, 1,5 million children works mostly in factories for making skins, where they are in contact with chemical agents several hours a day.

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The problem of child labour is also pressing in the countries of Latin America. For example in Brazil, approx., a million of children work in the sexual tourism business and up to 7 million children works in agriculture, mostly banana plantations, sugar cane, coffee, cocoa and so on. Many of them die from the pesticide poisoning which are used by the local farmers. In Columbia, children work in brick factories and glass making industry, where the glass splinters often hurt them.

2. What form does child labour takes on most often?

Most children, a whole 70%, work in agriculture. Children also work in industry; often they undergo a dangerous work in the mines and quarries. Another field are service jobs: small girls, but also boys serve in restaurants and hotels. Many of them also work as street sellers, shoe cleaners or house cleaners in people's households. Only 5% of children are officially employed. Mostly it's a job based on verbal agreement, which does not assure any right to a fair wage and dignified treatment.

Unfortunately, children are found working in the hardest conditions. Such that in many countries not only children and youth, but also adult women would be forbidden to work there. Up to 50 million children younger than 11 years work in an environment, which directly endangers their health – they are made to carry heavy loads in the mines and stone quarries, they are exposed to radioactivity, collect dangerous garbage at the dumps and so on. Often serious or deadly injuries happen here. 22 thousand children die because of a work injury each year.

3. How much does child labour differ from a regular household help to parents?

Regular help to parents at home is a natural part of the joint household care, on the contrary the "child labour" term is used when children are made to work due to bad living conditions and do so for a wage which serves as a basic subsistence for themselves r their families. International Labour Organization defines child labour as such economic activity of children, which negatively influences their health, and psychological development or it prevents them from getting systematic and regular education. It is any labour of children younger than 12 years old or dangerous labour of 12-14 year old children or the worst forms of child labour without regard to the child's age.

4. What are its causes?

The main cause is poverty. Without the wages of children, many families in the poorest countries would de facto not survive. The solution to this problem is cannot be brought on by sole ban on child labour, but most importantly there have to be steps taken towards eradication of poverty in the countries where the child labour is used most often.

5. Where can we find out, what rights do children have?

The main document speaking about the rights of children is the Convention on the Rights of the Child. Its full text can be found on the **www.unicef.org** website. Convention on the Rights of the Child is a legal document stemming from the Universal Declaration of Human Rights, which defines the character and extent of the rights pertaining to children anywhere in the world.

The Convention is the first generally binding legal norm touching on the rights of a child. It is important not only for the present, but also for the future, as it opens possibilities to

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improvement of the position of children and their life all over the world. It was adopted by the General Assembly of the United Nations on November 20th, 1989. As a part of an international law, it entered into force after the ratification by twenty states in 1990. It is a binding norm for the member states of the UN, whose state parties signed it and its parliaments then ratified it. The Convention on the Rights of the Child is superior to the national laws, just like all other documents pertaining to human rights. 191 countries committed themselves to abide by it.

The four main categories of the children's rights are:

The right to life and survival – it includes right to life, adequate standard of living, housing, nourishment and health care;

The right to personal development – includes right to education, freedom of thought, religion and access to information, but also the right to play, recreation and leisure;

The right for protection – includes right for protection against all forms of cruelty, exploitation, abuse, against arbitrary removal from the family, but also right protection from abuse in the criminal justice system.

Participation right – includes right of children to freely express their opinions, have their say in matters influencing their lives.

6. Is child labour allowed?

Child labour is forbidden in most countries. 148 countries have already signed the Convention on the lowest age for entering workforce, according to which no child younger than fourteen year of age should work there. However, the reality is different: The Convention has been signed by countries where child labour is still a common phenomenon (e.g. Pakistan or Nigeria). In India, for example, the ban on child labour has been in place for decades, but according to some estimates, we still find up to one hundred million children, working instead of going to school.

A special category is only an art, cultural, sport or advertising activities while complying with conditions stated by the employment law. This activity must be appropriate to age of the child, cannot present a danger to them and cannot prevent them from education or school attendance and participation in educational programs. In addition, it cannot harm their health, physical, psychological, moral or social development.

7. What are the consequences of labour in childhood age?

Labour prevents a child from gaining quality education and negatively influences their health and physical, mental, psychological, moral and social development. If the child has not education, their possibilities in the future life are very limited.

Childhood presents an important life stage for each individual. By playing games and imitation child learns communication, cooperation and gradually prepares himself for adopting his life roles. Having a safe environment, which allows the child a carefree living through this phase is an important factor. If a child has to work, he "skips" this important stage which can negatively influence his self-concept and a general attitude towards life. Also, we cannot forget the conditions the children are working in. Employers often do not abide by work safety standards and children are endangered by serious injuries, which can make them handicapped for the rest of their lives. The difficulty of the work is often disproportionate to the physical abilities of children, which can negatively influence their growth and overall development of their organism.

8. Which organizations are dealing with child labor issues in Armenia.

The topic of child labour is being managed and trying to be solved by several organizations: e.g. UNESCO, UNICEF (Children's fund of the UN), ILO (International Labour Organizations of the UN), international non-government, and faith-based organizations.

Questions and answers taken from the Methodical Handbook Collective of Authors: One World in Schools – Child Labour. People in Need, Prague 2007.

World Vision Armenia

Address: Romanos Meliqyan 1, Yerevan, Tel: +37410 749119, URL: www.armenia.am

"Orran" charitable NGO

Address: Ekmalyan 6, Yerevan, Tel: (37410)53-51-67/53-86-72

"The future is yours" charitable social NGO

Address: Tigran Mets 36g, app 58, Yerevan, Tel: + 374 20 57 31, e-mail: future@ftr.am; www.ftr.am

"SOS children community" charitable foundation

Address: Khanjyan 50, Tekeyan Center, Yerevan, Tel: 57-72-65/57-17-98, URL: www.sos-kd.am

"Zangakatun" charitable NGO

Tel: (010) 440510 Yerevan center; (0237) 31306 Metsmor Center; (0322) 41168 Vanadzor center

"The World of Lights" youth center

Address: Andranik 30 /45, Yerevan

COAF charitable foundation

Address: North Avenue 1, app 24; Tel: (010) 50-20-76

Save the Children Inc Armenia

Address: Azatutyan avenue 27; Tel: +374-10-201014; URL: www.savethechildren.org

Armenian relief Fund of America; Tel: +374-10-526660

Armenian Releif Society; Tel: +374-10-567513

United Nations (ILO)

Address: Petros Adamyan 14, Yerevan; Tel: (374 10) 54 39 72, URL: http://www.un.am

Armenian Caritas Chidren Right Protection Department

Address: Chaykovski 34, app 23, Yerevan; Tel: (+37410) 56 57; URL: www.caritasarm.am

Gyumri Social care Center

Address: Teryan 6g, Gyumri; Tel: 0312 5 70 20

Activity 1:

Film: Anne

Reflection activity Age group: 10+

Relevant topics: Human (child) rights, child labour

Learning objective:

To reflect the experience from the film; to develop empathy

Time: 20 minutes

Tools: A sheet of paper and coloured pencils for each student

Approach:

- After the screening of the film we tell the students the story about the goldfish that can grant three wishes. Pupils imagine that they are the goldfish and can make one dream come true for Anne.
- The task of the pupils is to think about what they think is Anne missing. Each pupil expresses one wish.
- Pupils present their opinions and explain why they chose precisely this wish.

Reflection: The reflection takes the form of an art workshop. We ask students to paint the wishes of Anne.

Activity 2: FORBIDDEN - ALLOWED

Film: Anne Age group: 13+

Relevant topics: Human (child) rights, child labour

Learning objective:

To realize which jobs can be done by children and which cannot.

Time: 15 minutes

Tools: Worksheet cut into parts with life situations

Approach:

• Divide the students into groups (4-5 students in each).

• Each group will draw a piece from the worksheet – a story with a situation. In five minutes the groups will come up with a simple story which stems from the story on the paper and is its continuation. The teacher makes a note to students that the story does not have to have a happy ending. After the time is up, one of the students from each group, one by one, tells the stories that the groups created. After each group finishes their presentation, the classroom votes whether they would allow the child character in the story to do such job or not.

Reflection: Reflection goes on after each vote. After each vote the teacher asks the students why they have decided this way. At the end of the activity teacher sums up why children at a certain age should not work and how some jobs are not ok for children, but only adults. The teacher can give examples.

Activity: Forbidden - allowed

WORKSHEET

CARDS WITH SITUATIONS

A twelve year old boy would like to help his friend and his mother selling vegetables and fruits during a Saturday farmers' market. One of the boy's parents does not agree, the other parent thinks it is a great idea.

A single mom has lost her job and her sons, 15 and 17, attend high school. They both have good grades and have a lot of hobbies and friends. However, it is necessary for them to start working at least part time so that they can contribute to the family budget.

The children of a store owner help out in the store on the weekends and they are not paid for their work. There is more and more work in the store and the owner hires a 15 y.o boy whom he pays an hourly wage. The children of the owner also want to obtain a wage.

Three underage friends want to go to the movies on Friday. One of them does not have enough money and wants to borrow from his friends. The second friend has a weekend part-time job and the third gets monthly pocket money.

A 16 y.o boy wants to leave high school and start earning money so that he can be independent from his parents. His parents and his teacher try to talk to him into at least finishing his secondary education.

A 15 y.o girl cleans up in a bar after the end of classes, but her parents do not know about this. She gets hurt at work and her employer takes her home to her parents and explains what happened.

ALEXANDRA: Marjoleine Boonstra / Netherlands / 2010 / 3 min.



Alexandra lives in a small village near by the Bosnian-Croatian border. When she comes home from school, she spends most of the time with the domestic animals. Before she used to play with her younger brother Simon. Up until the day when she and her brother played at in the fields and Alexandra found a strange black object. She picked it up from the ground and handed it to Simon and at that moment there was a big explosion. It was an unexploded grenade, which was left behind from the war conflict in the former Yugoslavia. Up until today, Alexandra does not want to talk about the tragic incident during which her brother died, not even in front of her own parents.

Background Information

Main topic: Human (children) rights

Secondary topics: Armed conflicts, life safety

1. What are the main reasons for conflict?

Conflicts arise all the time and they can change into violent ones or last a longer period. Each of the phases has its own causes. The main reasons for conflict are societal, political and economical relations. The basis for violent conflicts is inequality and the attempts for its remedy. The cause for certain type of conflict can also be the use of opportunity: the attempt to rule or take over.

The basic direct reason for the break out of a violent conflict is usually fear (mostly due to fear for one's future). In such situations, people tend to accept a greater level of risk. That is why a spontaneous break out of violence can happen, at the same time though; the breaking point can be a repression of the ruling regime or an army invasion from abroad.

2. Does conflict stem from mutual hatred of certain groups?

On the contrary – the hatred is the result of conflict. However, it can add to increased intensity of conflict or to its repetition.

3. What are the consequences of conflict?

Conflicts usually generate new risk conflict factors. Many "new wars" are therefore sequence of conflicts which break out repeatedly. Especially some causes and consequences concatenate: economic decline adds to conflict, conflict itself supports the illegal weapon trade.

The most often consequences of the "new wars" are usually the weakening or **disintegration of the central power**, "the leave of brains" (emigration of educated people). The decline in industry production, abandonment of agricultural land (which can bring on famine, sometimes repeatedly) and criminalization of economy, state structures and politics.

"New wars" bring large amount of victims among the civilian population and large numbers of refugees.

4. Is it possible to prevent war conflicts?

Professionals and NGOs for a given field today do regularly put together outlines of situations focused for early warning. They are able to capture a dangerously high rise in tensions. Unfortunately, governments and intergovernmental organizations do not pay enough attention to them.

Conflict can be prevented or ended by an early intervention from abroad. It is regularly true that conflict prevention requires less resources then an intervention into an already ongoing conflict. Moreover, that less resources is required in the early phases of conflict than in the latter ones. Intervention during the before the start of conflict can be diplomatic or economic, an armed intervention is only the last resort. However, if an armed intervention is an in advance excluded option it weakens the diplomatic and economic means. Unfortunately, states, which use armed forces to intervene (most often bordering states), can be lead by their own economic interests. In such case, their intervention means intensification and prolongation of the conflict. Thanks to its army potential, the developed states have a greater opportunity to influence both sides of the conflict to a peace. An effective intervention much also demonstrate the willingness to sustain casualties on the side of their force. Such willingness is small amongst developed nations.

5. What are potential solutions to war conflicts?

One of the potential conflict solutions can be a regulation of weapons trade, which would at least lower the probability of an armed conflict. It would mean an embargo on export to regions with tensions together with compulsory registration of all weapons and ammunition. At the same time it would be necessary to make sure that as many countries as possible institute laws into their state legislature which would allow for effective control of weapons trade including the possibility to institute arms embargo (ban on arms export) towards a certain country. It is necessary to for the post war reconstruction to decrease of weapons in the hand of the civilian population. Often, the demobilization happens spontaneously, former fighters take the handguns with them. Potential ways to do so can be amnesties for a voluntary surrender of guns or their organized repurchase.

Democratization and decentralization of states belong to other important factors of conflict resolution factors. Democratization is a condition of sustainable peace in the given country. Democratization does not mean a mere organization of elections. A true democratization in practice means mostly a fair division of political power and its effective control. Decentralization of state is important because it prevents monopolization of power.

8. Is it true that some groups, for example the Muslims, are more aggressive than others?

This notion is superficial and untrue and it steps from a specific geographical position of Muslims in the world. The world of Islam (states where the majority are Muslims) borders almost with all other significant civilization circles (world religions) (total of nine). For comparison the western

civilization borders with three and the Chinese with five. In addition, the Muslim minorities are the most dispersed (significant Muslim communities live in great numbers in other countries, as oppose to other civilization circles).

Activity 1:

Film: Alexandra Reflection activity Age group: 15+

Relevant topic: Human (child) rights

Learning objective:

To realize that death is part of life; to develop empathy

Time: 20 minutes

Tools: A worksheet for each student, a pen for each student, a board or a flipchart

Approach:

- Each pupil gets a worksheet. We explain to the pupils that one circle belongs to Alexandra and the other to her family (mother and father). The intersection represents the things that Alexandra and her parents share (time, activities and problems).
- We ask pupils to write down in the circles what was typical for Alexandra/her family (feelings, opinions, behaviour) and in the intersection part three of the things that they shared.
- We draw on the board or flipchart the diagram that is on the worksheet. Pupils present the results of their work and we write their answers into the diagram on the board or flipchart.

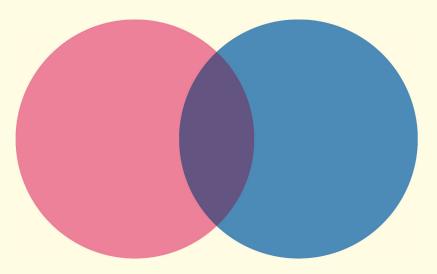
Note: there is the risk that pupils will describe their own families, so it is necessary to explain to them that they have to describe Alexandra and her family.

Reflection: The reflection takes the form of discussion. We talk with students about the diagram on the board or flipchart. Emphasis is put on the intersection part of the diagram (what Alexandra and her family shared).

Activity: Common loss

WORKSHEET

ALEXANDRA ALEXANDRA'S FAMILY



Activity 2:

Film: Alexandra Age group: 10+

Relevant topic: Human (child) rights

Learning objectives:

To reflect on the film

To develop empathy for others

Time: 15 minutes

Tools: A worksheet for everyone

Approach:

• Each pupil gets their own worksheet

- We set the time in which the students are to fill the worksheet (about 5 minutes)
- The students' task is to fill their answers into the worksheet

Reflection: In the second part of the activity we all sit in a circle. The students present their answers to the questions from the worksheet. We ask students these questions: What advice would you give Alexandra? How does Alexandra feel? What would help her the most?

Activity: A message for Alexandra **WORKSHEET** A message for Alexandra What must Alexandra What is Alexandra thinking What do you think Alexandra deal with? about? How does she feel? would like? What could she do I would like to send Alexandra this message. in a different way?

MESBA: Anneta Papathanasiou / Greece / 2011 / 3 min. /



Mesba comes from Bangladesh. After his father passed away, his mother took him and his six siblings to Pakistan. To allow her son a better life she sold the house and most money gave to Mesba for his trip to Greece. Today the sixteen-year-old Mesba sells blinking rubber toys on the street and sleeps at the park or at a friend's house. He would like to study and become a doctor; unfortunately, he cannot speak Greek and therefore cannot obtain the necessary documents. Each week he calls his mother, whom he misses a lot and hopes that one day he will be able to attend school.

Background Information

Main topic: Human (children) rights

Secondary topics: Street children, homeless children, right for education

1. Who are street children?

"Street children" is a term, which is used for millions of destitute children who live on the streets of large cities. However, not all the children are really left abandoned and not all of them live really on the street. UNICEF divides them into two groups based on their family situation. However, the joint element is the fact that they spend most of their life on the street.

These are children on the street, which form a larger group. Those children still keep in contact with their family. However, a lot of their time is spent away from it. It is understood that they do have a home. The second group are children of the street. Often, it is children from broken disfunctional families or children running away from children's homes run by the state. More and more often children who run away are those, whose parents are busy and have little time to spend with them. The missing closeness of the family is sought after elsewhere; gradually the child finds it in a group of peers. The street is considered the home of these children. It is the place where they eat, sleep, play and have friends. They can have contact with some family members, but they never return to the parents. In some case, they were let go by their family in other cases they decided to leave themselves. These children have to take care of themselves.

Children from both groups have many similar traits: unstable emotional relations with the adult world, negative self-assessment, low self self-confidence, social stigma, NEJISTOU future and the fact that they often become the victim of violence or maltreatment.

2. How many homeless children are there in the world?

According to the UNICEF report, there are about 100 million children without home in the world. The region with most children living on the streets is Latin America (40 million), then Asia (32 m million), Africa (10 million), Northern America (5 million), Europe (3 million), Australia and Oceania (1,5 million).

As apparent from the above-mentioned data, almost half of the children live in Latin America. Even though there has been an economic growth in the recent history in this region, almost half of the children here live in poverty. During the past 30 years, almost 70% of the population of Latin America was forced to change their way of life, due to the fast progress of urbanization. The cities are growing, taking over the village parts in the adjacent neighbourhood. For example in Brazil, there are 10 million children living on the streets, which is the most of all Latin America. Only a small percentage of those children have no family or home. Most of them spend time in the streets, while their parents, mostly single mothers, work. Therefore, there is no one to take care of the children. Other times, they come from large families, where parents are not able to feed all their children and cannot take care of the older ones. These children then earn living by doing small jobs – as shoe cleaners, lottery tickets sellers or newspaper sellers – or they earn living by petty thefts. They face many risks in the streets: violence, drugs, prostitution, problems with police. Often, they do not eat well and are malnourished and prone to diseases. The treatment presents an unbearable expense for the families. Many of these children do not have access to primary education.

3. What are the most often reasons, children end up on the street?

In poor countries, the orphans end up on the street very often (especially in Africa, these are children whose parents and relatives, died due to HIV/AIDS related diseases), but also children whose parents left to their own faith. Parents could not or would not take care of these children (single mothers without a job, parents abusing alcohol or poor families with many children). The homeless children can be found also in economically stable countries. Many children are no lucky enough to live in stable, positive family environment and runs away from the dysfunctional families. Often these children are tormented, sexually abused, children from broken families or children of alcohol addicts.

The main reasons are:

- war conflict;
- poverty;
- natural disaster;
- dissolution of the family;
- HIV/AIDS;
- violence in the family;
- death of parents.

4. What does a day of children living in the streets look like?

Children living on the street eat the leftovers from trash bins and at best from the on street food vendors. Some of them gain from their youth – sleep over and eat at people's houses who may abuse them because they are simple and not ready for regular day-to-day life. Children spend their time in shopping centres, parks, near gaming facilities or on the railway stations. They become members of various groups or gangs and get by petty theft and prostitution.

5. Is it possible to help these children?

To improve the situation of children living on the street would sometimes be enough to provide the basic needs such as shelter, foot, health services, education and assistance seeking a job. Finally yet importantly, it is important to focus on human rights protection.

Non-governmental organizations, including faith-based organizations are one of the many trying to help these children. However, these organizations have limited financial resources and can only offer limited help. Many governments solve the situation by continuing repression (they chose to put children in treatment facilities), although some states have already created special police forces which do try to solve the issue of street children. Unfortunately, even these forces sometimes hurt the children rather than helping them. To improve the situation of the street children, political will is necessary. In addition, it is necessary for the government to VYMÁHAT the children's rights in the country. The Convention on the Rights of the Child is an internationally accepted document, which assists with legal protection of children.

6. If I meet someone like that, how can I help?

The help begins already at the time, when the child meets a person (on the street) who takes an interest in his/her life and his problems. The next step can be to pass the information and contact to one of the organizations helping endangered children. It is surely important not to be indifferent towards the need of other, but at the same time, it is necessary to think about one's own safety. Therefore, it is good to include someone adult when helping some specific person on the street – parents, teacher, anyone else whom you trust.

Activity 1:

YOUR BIGGEST FEAR

Film: Mesba

Reflection activity
Age group: 13+

Relevant topics: Human (child) rights, poverty – living in a trap, children on the street

Learning objective:

To reflect the experience from the film

Time: 10 minutes

Tools: A board of flipchart

Approach:

- Before the screening of the film we ask the students: "If you lived on the street, what would you fear the most?"
- We write the answers on the board of flipchart.
- We watch the film.
- We ask pupils if they want to add something.

Reflection: The reflection takes the form of discussion. We ask students why they add new fears and why.

Activity 2:

HOW DOES ONE LIVE ON THE STREET

Film: Meshba Age group: 13+

Relevant topics: Human (child) rights, poverty – living in a trap, children on the street

Learning objectives:

- To find out what children living on the streets could be afraid of
- To describe the fears that children throughout the world share
- To empathize with children in less fortunate contexts

Time: 30 minutes

Tools: Slips of paper containing the risks of living on the street in developing countries (Worksheet 1), the 10 greatest fears of children living on the streets (Worksheet 2)

Approach:

Divide students into pairs. Using the brainstorming method, students try to think of what kind of fears the street children have.

We give out slips of paper to pairs of students in which they list the fears of street children (Worksheet 2), and the students arrange their list starting from the biggest to the smallest.

Together with students, separate the 10 biggest fears from the list.

Give students the risks of living on the street in developing countries (worksheet 1).

Reflection: It happens while comparing the listed fears with the worksheet 1. The discussion with pairs is organized to summarize the activity. At the end of the activity the students try to brainstorm ideas/solutions which are noted on the board.

Activity: How does one live on the street

WORKSHEET 1

FEARS OF CHILDREN LIVING ON THE STREET

HAVE TO LIVE IN BAD HYGIENE CONDITIONS

"If I were a child who is homeless, I would be afraid that I would"
HAVE NOTHING TO EAT
BE ABUSED BY THE POLICE
HAVE NO PLACE TO SLEEP
FEEL LONELY
HAVE NO JOB
HAVE A HOPELESS FUTURE
HAVE TO WITHSTAND THE WORK I HAVE TO DO IN THE STREETS
NOT LEARN TO READ AND WRITE (NOT TO GO TO SCHOOL)
BE ABUSED AND ROBBED BY ADULTS
NOT HAVE CLEAN WATER TO DRINK
GET VERY LITTLE MONEY FOR THE WORK I DO
BE SICK (HAVE NO HEALTHCARE AVAILABLE)
NOT HAVE THE POSSIBILITY OF GETTING MARRIED
BE PHYSICALLY AND PSYCHOLOGICALLY ABUSED BY ADULTS
NOT HAVE THE STRENGTH TO DEFEND MYSELF FROM ADULTS
HAVE NO CLEAN CLOTHES

Activity: How does one live on the street

WORKSHEET 2

GREATEST FEARS OF CHILDREN LIVING IN THE STREETS

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Pamela: Christine Pawlata / Italy / 2011 / 3 min.



Fourteen-year-old girl Pamela is forced to live in a fenced in ghetto, where she was transferred with her family with the assistance of police. Each day she has to get up so that she catches the one bus, which takes local children to the far away school. But still, she comes to school late. At school, she likes drawing the most, but the art teacher does not like her. Pamela would like to become a hairdresser in the future. However, her hopes will most likely stay unfulfilled since the bus only take the children from the Gypsy ghetto to the elementary school. There is no means of transportation for her to get to secondary school.

Background Information

Main topic: Human (children) rights

Secondary topics: Right for education, cultural life, poverty

1. What is an education good for?

Education brings us the value of social wealth. It is one of the best tools of the economists for the fight against poverty. With the growing level of education, the income rises, new technologies application increases that in turn increases economic growth. Education is also one of the most effective tools of the health care providers. The school interventions have a strong influence on the improvement of child nutrition and illness prevention, such as HIV/AIDS, thanks to the large amount of schools we have. Moreover, education assists in the planned parenthood issue and lowers the death rates of children and mothers. Finally yet importantly, education is also an effective political tool" it emancipates, and strengthens political involvement and democratic decision processes.

2. Is illiteracy being lowered in the world?

Although the level of illiteracy decreased between 1970 and 2000 from 37 to 20percent, the amount of illiterate people in the same period grew by 15 million. This disproportion is caused by fast demographic growth in developing countries. The reason for optimism still lasts. Small children keep doing better (the percentage of children, who finish elementary school increased between years 2000 – 2007, from 84 to 88 percent.

3. What are the main reasons for education inaccessibility?

The education in developing countries has two main problems: limited access of people to education and its low quality. There are causes connected to poverty, which are under the surface and deeply seeded. It is for example the lack of schools and equipment, high price for education (not only tuition but also textbooks, uniforms, travel costs), inappropriate education curriculum, old fashioned, too difficult, inadequate to the age of children) or the lack of qualified teachers.

It is estimated that 80percent of children who do not attend school, live in countries which suffered or are suffering from an armed conflict. During wars schools remain closed, are destroyed or beset, children are recruited as child soldiers or have to work and teachers are forced to emigrate. The effects on the mental state of the children, parents and teachers are incalculable. They are caused by permanent stress, malnutrition and sexual violence accompanying most of the conflicts. Moreover, is does not have be an open war for these to happen. Many times, the most serious effect on education have the chronic crises, such as the current situation in the Palestine.

4. What progress made education in the developing countries?

In the last thirty years, and mostly in the last decade, education in the developing countries made a huge leap forward: since 2000, the amount of children who do not attend school dropped by 25percent. On the other hand, 72 to 113 million of children in the school age stay outside of the school. Only 74 percent of those who start attending first grade finish the five-year long attendance. About 850 million adults – one of four – today cannot read and write. Moreover, the children who do not attend school in the present time will be very difficult to incorporate them into the school system. Because those are the poorest children, ill or living in the most traditional families, or living in war zones or in the most remote parts of the world.

5. What are the potential solutions?

It is apparent that to build more schools or accept policies about compulsory and free of charge school attendance will not solve anything in itself. There are a number of causes so the most difficult decision is where to start and accept reform policies, which would be accountable not only for the Ministry of Education (MoE) but also for the whole government. Reforms have to focus not only on the educational criteria but also on **decentralization**, **effectiveness on school systems**, **public budget administration and fight with corruption**.

There are several effective and relatively cheap methods on how to bring children to school. Among those, belong in the first place lowering the "price of education" by **subsidies** of tuition, transportation, textbooks, or school uniforms or **financial motivation** of children and parents. Let it be explicitly with financial contributions for families of low social status, or implicitly in the form of school meals and distribution of basic foods such as oil or rice. For example in Afghanistan the World Food Program, gives out each day 1, 54 million nutrition bars and once a month 450 000 girls bring home each 4, 5 litres of cooking oil. It is a quite primitive, but effective solution, which proved to be functioning even in Europe. In some countries, it was motivating to interconnect schools with **health programs**. For example, regular and cheap anti-diarrhoea intervention has a great impact on the health of children and their amounts in the classrooms as well as study results. There are other more expensive and less direct steps leading towards the improvement of quality of schools. The greatest immediate impact on the academic results of children has the lowering of pupils in classrooms. That means supply new

classrooms and increase the amount of teachers. In developing countries, where the teachers' salaries account for almost 75 percent of the MoE budget it presents a bold political decision. Another important thing is to increase the qualification and motivation of teachers (e.g. by financial rewards stemming from the pupils' results) and adjustment of school curriculum and textbooks to match the language levels and relevance so that they resemble the needs of a "typical pupil" in the given country. The solution cannot focus only on the supply side, but also on the demand. To be educated does not necessarily mean to be employed, and therefore education has to go hand in hand with economic strategies of the state and the development of the employment market in each specific region. At those countries, where the government looks at education as a separate sector, the unemployment rates are usually high.

6. Is it true that children cannot attend school, because they have to work so the family can survive?

This argument can only hold up in a short-term horizon. Widely accepted conviction (even in the developed world), that the child labour is a part of children life in developing world, and that there is nothing bad about their world, only deepens the poverty. Education in the long-term horizon increases income and with that the wealth of the whole society. If children stop working there will be new employment opportunities for adults (especially for women) and the wages in the given field will rise (child labour drives the wages down). The question is how to ensure in the short term that the families will not need the tiny wage of the children to supplement the family budget. The most effective solution to solve the problem is to employ the adults, but at places where this is not possible the best tool are again schools – to offer children subsidies for school attendance, be it money or rise for the family.

7. Is it true that in countries where the dominant religion is Islam, girls do not go to school?

Although the strict adherence to Islam really leads to a lower school participation of girls in some countries (e.g. in the Yemen there are 20 percent more boys in schools than girls), it is not generally the truth. A UNICEF study which was researching the gender equality in the Arab countries found that the Palestine autonomous region, Bahrain, Jordan, Oman, Qatar Lebanon, Tunisia, United Arab Emirates and Kuwait have the same amount of boys and girls in schools. Saudi Arabia, perceived as the symbol of the most strict Islam has 1,4 times more women in colleges than men. On the other hand, the Yemen, Sudan or Djibouti, countries with much lower GDP belong to the worst countries in the world in the sense of school inequality. Generally, it can be said that poverty and bad security situation have a more negative impact on the school attendance of girls than the religious tradition.

Activity 1:

Film: Pamela Reflection activity Age group:10+

Relevant topics: Human (child) rights, poverty – living in a trap

Learning objectives:

• To reflect the experience from the film

• To express in written form their own opinion (using the method of free writing)

• To learn to listen to others and share with them written authorial texts

Time: 20 minutes

Tools: a sheet of paper and a pen for each student

Approach:

• Each pupil gets their own sheet of paper.

- The task of the pupils is to choose one character from the film and write him/her a letter. It is not necessary to write a whole letter. It is important to try to create at least part of the text.
- Then the pupils read their letters to each other in pairs or in small groups. Some letters can be read in the class. We do not force anyone to read. The reflection can be also complemented by the short discussion about other information that was shown in the film.

Reflection: The reflection takes place at the end of the activity during the reading of the text. We ask the pupils why they decided for the particular character. Why is this character so interesting for them? What message would they like to send him/her?

Activity 2: SCALE OF VALUES

Film: Pamela Age group:10+

Relevant topics: Human (child) rights, poverty – living in a trap

Learning objectives:

To define life values

• To realize the importance of education

Time: 30 minutes

Tools: A sheet of paper for everyone, a board or flipchart

Approach: - Before the screening of the film pupils prepare a scale of five or seven most important things in their life with an explanation why they chose these things and put them in the exact place. (for example – 1. Health, because it is the base on which we can build other things)

- After pupils have their scale of values we ask them: Was education among your most important values? On which place? Why?
- We ask pupils: How does education affect your life and future? How would unavailability of education affect your life and future? We write all answers on the board or flipchart.
- The activity is followed by a screening of the film.
- After watching the film we repeat the activity.

Reflection: During the final discussion the teacher compares with pupils the difference between our understanding of the value of education and the attitude of Pamela.

Romy: Wilberry Jacobs/ Netherlands/2009/4 min.



Twelve-year old girl Romy is overweight. For years, she's had to stand the bullying from her schoolmates, who love to shout at her and give her various insulting names. Romy is unhappy, cries often she would run away from her problems and the children's insults, but mostly she eats sweets to drive away her sadness and then she feels even worse. Just like the tens of thousands of children who are being bullied at school on daily basis, she too is trying to look in front of her parents just as nothing is going on.

Background Information

Main topic: Human (children) rights

Secondary topics: Violence, discrimination, bullying

1. What is the definition of bullying? What is and what is not bullying?

The definition of bullying is when a pupil (or more pupils) intentionally and repeatedly hurts others. It means that the perpetrators hurt their schoolmate who cannot defend himself. They do something that is unpleasant to him or what hurts. They push him, slap him across face, hide his things, hit them and so on. However, they can make their life miserable also in other ways – defame them, swear, intrigue against him, tell other classmates not to talk to him and not to note his presence. Other types of school violence among pupils is not considered bullying – for example, when two pupils of similar age fight over a girl, because they both like her, it is not bullying, because there is no imbalance of power and strength and a victim who cannot defend himself due to various reasons is missing.

This is the external look at bullying. However, those who consider providing serious help need to understand bullying from the inside as well. It is the dependence and a serious failure of relationships within the group.

School bullying is an illness of group democracy and has its inevitable internal development. The first stage of bullying – **the rise of ostracism** – can happen in any group (there is always someone who is not a favorite person, without influence, on whose expense it is ok to "make fun"). These are mild, mostly psychological forms of violence. However, is it already an embryonic form of bullying encompassing the risk of further negative development.

The second stage represents physical aggression and increased manipulation. The pupils release their negative feelings towards the ostracized schoolmates due to upcoming difficult test,

their own conflict with a teacher or just because they hate going to school. Manipulation grows stronger and first we can see mostly a subtle physical aggression.

The third stage, so called **creation of a core**, is a key moment. A core of perpetrators breaks from the group and systematically starts to bully the most available victims. Up to this moment, the situation can be solved in a straightforward way.

Afterwards there is a breaking point, when the majority accepts the norms of the aggressors. Their norms become the custom for other children as well. They too start to behave cruelly – actively engage in maltreatment of the schoolmate and they feel satisfaction when doing so.

In the fifth stage – **totality** – the bullying becomes the group program. The pupils are divided into two groups – one has all the rights, the other has none.

2. What is so called cyberbullying?

Cyberbullying is a form of psychological bullying. It is an intentional violent behavior caused through modern communication devices, mostly through the internet and the mobile phone. Other related phenomenons must be differentiated from cyberbullying (cyberstalking, cybergrooming, child grooming, happy slapping).

School bullying also happens in the cyberspace while the roles are preserved – the aggressors are still aggressors, victims remain victims. Of course, there are exceptions, but mostly the bullying at school is organically connected with the cyberbullying, which is an important starting point for help. The cyberbullying is almost always connected with the school bullying which can be more easily solved, since it does not happen in the out of school setting.

Editor's **note: cyberstalking** – virtual stalking, harassment and intimidation of selected users over the internet, **cybergrooming** – such behavior when some internet users pretend to be another person with the goal to elicit an underage internet user and sexually harass them or abuse them, **happy slapping** – unexpected physical attack of a minor or an adult, while the accomplice of the perpetrator tapes the violent act on a mobile phone or camera and subsequently places the video online.

3. What are some of the special differences of cyberbullying as oppose to the direct (psychological) bullying?

Cyberbullying has the same characteristics as the regular psychological bullying (traditional indirect bullying): it is deliberate, happens repeatedly, includes psychological aggression together with symbolic aggression, it does not cause cuts and bruises, there is no blood, but causes psychological trauma, which is invisible. Psychological trauma is usually deep and can only be treated with difficulty. They corrupt the identity of the victim who feels left out, humiliated, insignificant and experiences not only virtual, but also real excommunication from the school community.

The substance is the same. The difference is:

- 1. **Traditional indirect bullying happens mostly face to face**, in personal contact or at least in the school environment. Whereas, cyberbullying happens without the personal contact in the cyberspace which is also in the home environment of the victim.
- 2. Cyberbullying as opposed to regular indirect bullying uses more effective weapons, no conventional letters and telephone, but weapons of "mass destruction" the internet and mobile phone.

These "advantages" of cyberbullying have crushing effect:

- They allow for stalking the victim everywhere and anywhere (24/7) the victim has no escape (cyberbullying does not end by going home or running away);
- It ensures for a great amount of spectators (even world-wide), who love the suffering and humiliation of the victim (let us remind ourselves the first world known incident with serious consequences "the Boy from Star Wars", which was seen by millions of people although to decimate the victim, it suffices if the whole class or school sees it);
- Modern weapons ensure anonymity of attack and provide false identity, which adds power
 to the bullying and increases the victim's feeling of powerlessness, since he/she does not
 know whom to defend from;
- Even a one-time attack can act multiple times the victims feels the urge to watch or read
 the humiliating message again and again, besides that, when someone posts vilifying photo
 or text on the web, this "piece" goes on living its own life and anyone can do anything with
 it.

4. How many children are faced with bullying in the schools?

There is lack of clear data on bullying in Armenia, but we can get some idea on its prevalence according to research from the US and Europe. Bullying, in some form, happens more or less in every school, even in the best and most prestigious ones. Verbal bullying is the most common type with about 77 percent of all students (US data) being bullied verbally in some way or another, including mental bullying or even verbal abuse. These types of bullying can also include spreading rumors, yelling obscenities or other derogatory terms based on an individual's race, gender, sexual orientation, religion, etc. According to one US study, about 14 percent of the bullied children have a severe or bad reaction to the abuse, according to recent school bullying statistics. These numbers make up the students that experience poor self-esteem, depression, anxiety about going to school and even suicidal thoughts (bullycide) as a result of being bullied by their peers. Also as part of this study, about one in five students admitted they are responsible for bullying their peers. School bullying statistics also reveal that teens aged 12-17 believe they have seen violence increase at their schools. In fact, these numbers also show that most violent altercations between students are more likely to occur on school grounds than on the way to school for many teens.

(Sources: http://www.bullyingstatistics.org/content/school-bullying-statistics.html,

http://ec.europa.eu/justice_home/daphnetoolkit/files/others/booklets/08_daphne_booklet_8_en.pdf http://www.cndp.fr/tenue-de-classe/fileadmin/user_upload/PDF/international/ijvs/ijvs9_en.pdf)

Potential questioning of the results is tragic. It does not matter whether 10% more or less children are being affected by this. At this moment, it does not matter even if the situation is getting worse or not. It is clear that this problem exists and touches upon a large number of children, because bullying hurts not only the victims, but also aggressors, and even witnesses of this cruel injustice. At the same time it is apparent that we are not solving the problem and that teachers or other professionals are not prepared to solve it at all. Mostly it is because up until recently there was not one faculty at a university, which would offer systematic educational program in the field of school violence and bullying.

5. How can bullying be prevented?

We have to realize that bullying is a serious illness of the group democracy. Therefore, the best prevention of bullying is pedagogical community, which is building of an open, friendly and safe relationships among all members of the school community. However, the research and work in the field have shown that even the best democratic community can hardly prevent bullying from happening. Each school must have a special program, which is able to uncover and treat bullying early. The way to stop the epidemic of violence between pupils is the **creation of positive social climate and building of a special program against bullying**.

For ex in the US policies are developed and implemented to prevent bullying and most of the states has bullying laws. .

Perception of bullying has changed over time, and while a bullying policy can touch organizations such as schools, it is harder to reach families. People who come from families in which bullying was the norm have been exposed to behavior models that are not considered acceptable today. These people, whether teachers or students, may need explicit models of how to act on thoughts and feelings that could lead to bullying and/or they may need greater assistance to learn new behavior patterns and break old models, such as counseling, rather than simply punishment

7. How are the perpetrators of bullying sanctioned?

It is not easy to answer in short. Mostly we meet with bullying in the initial stages. Initiators and active participants do not commit a criminal act and therefore they are only sanctioned within the school environment. Schools have regular as well as special educational measures to punish the aggressors – in the case of bullying it could the following - **expelling from school after a behavioral school board had so decided** (only at secondary school when the regular school attendance happens), **short-term voluntary stay in children's diagnostic facility**, **diagnostic facility** for youth or placement in a diagnostic institution based on a preemptive measure followed by ordered institutional education.

The penal code does not recognize the term bullying, therefore it only investigates the bullying itself but only criminal offences connected directly to it – for example restriction of personal freedom, extortion, arousal of reasonable apprehension, robbery, rape, damage of someone else's thing, etc.

8. Can this problem be solved if the victim changes schools?

The bullying problem will not be solved if the victim leaves to another school. Bullying is not only a matter of the perpetrator and the tormented, but it happens in the context of relationships and attitudes of all pupils. As noted before, bullying needs to be assessed and understood as a serious failure of relationships in the group, therefore even though the victim leaves, bullying goes on uninterrupted – only new victims appear.

In some cases when bullying has progressed, nothing else can be done then to remove the victim immediately from the pathological environment. However, after the leave of the victim, it is necessary to immediately begin an intensive and systematic treatment of the whole group. In addition, the victim will need assistance with incorporating herself/himself into the new classroom, since due to bullying the child has increased vulnerability, which increases the risk of repeated bullying.

9. Are there any organizations, which pupils can turn to with the problem?

Children and youth, their parents and educators can turn to the service school facilities – pedagogical-psychological advisory centers, centers for behavioral assistance or centers for special education. One can also turn to the social and legal services for child protection and specialists – psychiatrists, clinical psychologists, but also the Help line call centers, which are available 24/7, or community organizations dealing with bullying.

Due to the covertness and inaccessibility of bullying, a few professionals had the opportunity to work with this moral illness more systematically. The recommendations therefore are to look for specialists, who have experience with this issue.

10. What a child who is the victim of bullying do?

The main trait of bullying is insidiousness and unequal division of powers, therefore the victim cannot protect himself. He/she does not have the strength to do so and even if they did, mostly strength cannot be used in the adverse constellation of the ill group dynamics. On the contrary, it will provoke a brutal retaliation from the majority.

Once they asked a pupil, why didn't he tell his parents about his sorrow, he answered: "I don't know – when I come home, I try not to think about it. I am hoping that it will get better." However, to think it will get better is a mistake. Whether the pupil is a victim or a witness, he/she should not give up and do the following:

- turn to a class teacher or a behavioral guidance counselor the condition is that the person has to know how to deal with bullying;
- share with parents;
- in case the child does not find the courage to share with anyone from school, he/she can share with other specialists, who want to help and will believe him, because the child is not alone who is a similar situation.

Activity 1:

TERMS - FEELINGS - QUESTIONS

Film: Romy

Reflection activity
Age group: 13+

Relevant topics: Human (child) rights, bullying

Learning objective:

To reflect on experiences from the film; to express their feelings

Time: 20 minutes

Tools: A worksheet for each student, a sheet of paper and a pen for each student a board or flipchart

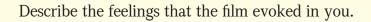
Approach:

Deliver the worksheet to pupils before the screening and ask them to fill it in.

Reflection: The reflection takes the form of discussion. The answers can be written on the board or flipchart. The reflection is used not just for summarization of the film, but for coping with the feelings that the film evoked.

riching recursor queens	Activity :	Terms –	feelings -	questions
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WORKSHEET



Write the facts that you have learned from the film.

Write the facts that were the most surprising for you.

Write the questions that you had in your mind while watching the film.

Activity 2:

THE WALL WITH INSCRIPTIONS

Film: Romy Age group: 10+

Relevant topics: Human (child) rights, bullying

Learning objectives:

To clarify attitudes on the issue of bullying

• To formulate approaches, think critically and argue rationally

Time: 45 minutes

Tools: a big paper representing the wall, coloured papers, markers, glue

Approach:

- The teacher gives students papers and asks them to write three statements that begin with the words: "Bullying is...." Each statement has its own idea and is written on a different piece of paper.
- Divide the students into groups (5-6 students in each).
- Each group reads the statements and removes or groups those that express the same idea. They classify the statements into larger groups.
- The pupils write on the coloured papers the statements that were created during the group work. Each group sticks coloured papers on the big paper representing the wall. In this way we create a "wall with inscriptions".

Reflection: At the end of the activity we read the statements and discuss them.

SOS SEVAN

"Arevordi"eco club / RA / 2012 / 25 min/



The film tells the story of three young ecologists, members of the SunChild Eco club in Noratus, who embarked in 2011 on an exciting journey. They travelled around Sevan to find out more about the environmental problems plaguing this unique high alpine lake. Always recorded by a video camera they investigated, why there are no more fishes, what are the consequences of the rising water level, which industries pollute the water, and how the people, who live near the shores, are affected by the environmental crisis of Sevan.

Taking into consideration their research and video materials, the members of Noratus Sunchild eco-club are addressing their letter to the president of RA to get support for solving problems of Sevan Lake.

Background Information.

Main topic: Nature protection and ecology

Secondary topics: Hydrosphere, environmental systems, water resource protection

1. What is the strategic importance of Lake Sevan.

Lake Sevan is a reservoir (35 billion cubic meters) of fresh water for the Republic of Armenia, as well as for the whole Caucasus.

2. The water in Lake Sevan is not clean. What are the circumstances?

There are several reasons and circumstances, such as mining in the basin of the Sevan, fluctuations of the water level of the lake, destruction of fish resources, the sewage runoff from the neighboring cities and villages, the danger of coastal forests remaining under water. All these cause marshing of Lake Sevan.

3. How the mining influences Lake Sevan?

In Gegharkunik region there are 29 mines. *Sotq* gold mine is one of the biggest gold mines of Armenia and it is located in the basin of Lake Sevan.

Sotq and Masrik rivers start near Sotq mine and flow into Lake Sevan. The water of these two rivers is polluted with toxic materials and heavy metals. This could cause the destruction of

water animals as well as damage to human life (some of the water animals could transmit toxics and metals to human organisms).

4. How the decrease of Lake Sevan water levels leads to marshing?

From the year 1933 to 2000 Lake Sevan water level had fallen by 19.6 meters due to using the lake water for irrigation of gardens and energy production purposes. The water sheet near the lake bottom, having a constant temperature of around 4 degrees Celsius, plays a big role in the slowdown of the lake marshing process. When the lake water level is decreased, the protection sheet is reduced and it can cause marshing. It is possible to recover the sheet by increasing the level of lake water.

5. What is thermal pollution?

In industry, sometimes a huge amount of water is being used as a cooling tool. In these cases the hot water, flowing into the basin, could increase the temperature of the whole basin and cause ecosystem degradation. Changing the temperature of the water, even slowly, is perilous. Just small changes of water temperature are enough to deteriorate the whole ecosystem of the basin.

6. When does environment pollution happen?

In general, environmental pollution happens when the waste created by humans decomposes more slowly in the nature. This results in the accumulation of waste and pollution of the environment. Damage caused by some chemical materials is obvious, such as chlorine, hydrocarbon, toxic metals (mercury), and others. Those materials are not being deteriorated and are kept in tissues and transferred throughout the food chain. These are mostly dangerous for the organisms living in the upper levels of the food chain, as in those who feed on fish (such as humans, water birds, eagles, etc).

Activity 1: SEARCHING OF QUESTIONS

Film:SOS Sevan Reflection activity Age group:10+

Relevant topics: Active citizenship, environment

Learning objectives:

• To think about the content of the film

• To sort and look up additional information regarding to the topic of the film

Time: 20 minutes

Tools: A sheet of paper and a pen for each student, a board or flipchart

Approach:

• Divide the pupils into groups (5-6 students in each). Their task is to discuss the film and prepare at least three questions related to the film, which they would like to know the answers.

- During the presentation, groups discuss their questions and explain why they choose these topics.
- The questions are written to the table. This is the way how to gather the topics that students are interested in and we should focus on them in the future classes. It is possible that the questions will repeat. Such questions we connect to one, thematically similar.

Reflections: In the end of activity we summarize the selection of questions and briefly discuss why the pupils chose these topics. We promise them that we will deal with these topics in the future classes.

Activity 2.

WATER RESOURSE MANAGEMENT

Film: SOS Sevan Age group:10+

Relevant topics: Ecology, Water Resource Maintenance, Inhabitant Behaviour

Learning objectives:

Students understand the importance of the role water plays in our life. Students will demonstrate, through their personal behaviour, water maintenance and possible savings.

Time: 15 minutes /plus homework/ **Tools:** Worksheet for each student

Approach:

Present the students home task. Each student needs to have two charts in their worksheets. In the first chart he/she needs to calculate and write the volume of the water used by his/her family in a typical day. The calculation could be done by using the water meter (in case of no water meter student can use a pail as a measurement unit).

Then he/she needs to conserve water. The second chart he/she needs to calculate and write the volume of the water used by his/her family after conserving water.

In the next lesson the students present their home tasks (3 or 4 students examples could be presented and discussed).

Students split in to 3 or 4 small groups and discuss new ideas for conserving water and each group designs a poster on "Water Conservation" topic. The groups then present their posters.

Reflection: The reflection takes the form of discussion, questions, and answers. Teachers summarize what they have learned. The major topics of the lesson are the following: Water as a Living Environment, The Importance of Water Maintenance (saving, keeping it clean), Do NOT Be Indifferent to Environmental Issues, and Become Active Citizens.

Activity 2: Water resourse management

WORKSHEET

C Water usage volu	hart 1 me bef	•	nserva	ation
Water usage	1st day	2nd day	3rt day	Tot
Shower				
Toilet				
Cloth washing				
Dish washing				
Launder				

Cl Water usage volu	hart 2 ıme aft		ıserva	tion
Water usage	1st day	2nd day	3rt day	Tot

The saved water needs to be calculated using the numbers written in the charts: the numbers of Chart 1 minus the numbers of Chart 2.

Chart 3. Conserved water volume		
Water usage	Conserved Water volume	
Shower		
Toilet		
Cloth washing		
Dish washing		
Launder		

Activity 3:

WATER RESOURCE MAINTAINANCE

Film: SOS Sevan Age group:10+

Relevant topics: Ecology, Water Resource Maintenance, Inhabitant Behaviour

Learning objective:

Students would have clear understanding on RA ecology (especially on water and the Sevan's role and importance)

Time: 45 minutes

Tools: A worksheet for each student

Approach:

Questioning students based on brain storming method. "How we can keep the water (quantity and quality)"

Possible answers:

Save the water while cleaning our teeth;

Repair the broken taps;

To not irrigate gardens with drinking water;

To not clean/wash personal cars in the yards (near green areas), the soap would damage the trees, etc.

Short presentation /information/ about Sevan lake:

Geographical location; Flora and fauna; Lake basin (28 rivers); Sevan as ecological system.

Film screening

Formation of groups to discuss the film based on the provided worksheet

Presentation of group works

Reflection is done based on discussions. We ask students "what they have learned". Then the teacher summarizes the students' ideas and come up with conclusion that as of today the water of Lake Sevan is not clean. At the end of the lesson students understand the importance of water maintenance (conservation, not making it dirty, etc.), learne to not be indifferent to environmental issues and to be active citizens.

Activity: Water resource maintainance

WORKSHEET

What did you feel?	What did you see?
_	_
-	_
-	-
-	-
_	_
What issues were raised	
by the children in the film?	What solutions would you suggest
	What solutions would you suggest

Example

What did you feel?	What did you see?
- Fear	– Pollution
- Regret	– Marshing
– Melancholy	– Material damage caused to families
- Pain	– Lack of sewage treatment
- Shooters	
What issues were raised by the children in the film?	What solutions would you suggest
- Why the fishes are being eliminated in the lake	- Follow the maintenance of water resources /do
– What are the consequences of lake-level raise	not throw trash into the rivers/
- Which industrial enterprises are causing the	- Do not pollute the environment /do not pour waste waters into the rivers/
water pollution	
- What kind of impact does the Sevan environ- mental crisis have on the people living around the lake	- Save the water resources / restore broken taps, decrease the volume of flowing waters in the daily life

- - -

Activity 4: TRASH MANAGEMENT

Film:SOS Sevan Age group:13+

Relevant topics: Environmental protection, garbage collection

Learning objectives:

The students will learn about the environmental pollution caused by human beings. The students will be able to express their own ideas on the environment and pollution issues and will follow the cleanliness of surroundings. The students will understand the importance of natural resource maintenance, cleanliness of surroundings, and civic activism.

Time: 45 minutes

Tools: a worksheet for each group, sticky colored papers, markers, and flipcharts

Approach:

Show pictures of a garbage heap next to the trash can, plastic bottles scattered in the green grasses, cigarette boxes, ice cream papers, plastic bags, beer bottles, etc.

Ask students to recall within one minute all the trash they saw on the way to school.

Post a flipchart on the board which has a big picture of a trash can.

Give students sticky papers (2 per each color) and ask them to write on those papers the names of the trashes they saw (the same name in the same colored paper). One paper they stick in the flip chart having the garbage bowl and the second they will keep with themselves.

Then post on the board 4 or 5 flip charts, each having a garbage bowl with a title: Paper, food, metal, glass, plastic, other.

Ask students to post the sticky papers according to the title.

Direct students' attention to the fact that the volume of garbage is being decreased by sorting it. Tell them that we can also recycle the garbage and in this way save natural resources.

Form groups and give them worksheets of modeled situations.

Discuss the students' presentations.

Reflection is done to promote students creative thinking and develop their capacities to make correct decisions.

Questioning the students: What would be your role in the environmental protection processes?

Group discussions and presentations of group ideas.

With the support of the teachers, the students develop a message to citizens and a letter to relevant authorities. The message could be posted later by students in the public places throughout the community.

Example of a message

Dear friend, maybe you think that our environment related decisions can be made only by our government.

The cleanliness of our home depends on us as well. There are a lot of activities that we can initiate ourselves. Things like "do not throw away what we have in our hands (in the streets, in the green places, into the river, everywhere).

Please, be patient and go closer to the trash can".

Example of a letter to competent authorities

Dear Mr

A group of students from school N are asking for your support

We like our community (city, village, neighborhood) and we want it to be clean, nice, and beautiful.

We are asking you to place some more trash cans around the bus stations, crowded public places, recreation areas, and in our school area.

Activity: Trash management

WORKSHEET

Examples of modeled situation

One day we were walking with our friends in the park and we bought juice. Your friend, after drinking the juice throws the bottle on the ground. You ask him to pick up the bottle and he refuses, saying that it is a public place and he is not accountable to anyone.

What would you do in that kind of situation:

- You would ask him again to pick up the bottle and throw into the garbage bowl
- You would take the bottle yourself
- You would say nothing
- Other /your personal approach/

While having a rest on Sevan beach, suddenly you notice that a group of boys are throwing plastic bottles into the lake and having noisy fun. It seems they are competing to see who can throw the farthest.

What would you do in that kind of situation:

- You would ask them to not do it any more
- You would say nothing
- Other /your personal approach/ _____

SOCIAL SPOTS

LITTLE SMOKERS



Every year thousands of children have to the hospital, because they breathe cigarette smoke. The shots of toddlers that breathe out of their mouths and nose cigarette smoke show us that when we are smoking around children, they "smoke" as well.

Activity: HOW TO SAY NO

Spot: Little smokers Age group: 13+

Relevant topics: Human rights, addictions

Learning objectives:

To learn how to refuse smoking in your vicinity

• To learn how behave assertively

Time: 20 minutes

Tools: A sheet of paper and a pen for each student

Approach:

We evoke three situations:

- Situation 1: We are eating in the restaurant when somebody at the next table starts smoking.
- Situation 2: You are waiting for the bus at the bus station when the old nervous man next to you starts smoking.
- Situation 3: Friends of your parents start smoking during the family party.
- We divide pupils into pairs. Their task is to role-play a reaction to these situations in three different ways:

aggressively: behaving in an angry or rude way that shows you want to fight, attack, or argue with someone;

assertively: behaving in a confident way in which you are quick to express your opinions and feelings;

passively: accepting what happens without trying to control or change events or to react to things.

• We discuss with the pupils the best way to deal with this kind of situation. We give students examples of how to deal with these situations. For example: We politely address the person who is smoking and ask him/her if s/he can stop. Explain him/her why you do not like it.

Reflection: Reflection takes place during the discussion at the end of the activity.

WASTE DUMP FORBIDDEN



The main character of the spot is a man who decided to dump the waste into the clear mountain river. When is he having the shower after work, his waste returns to him from the tap. Even the nature knows how to resist.

Activity: ECO-POSTERS

Spot: Waste dump forbidden

Age group: 10+

Relevant topics: Environmental Issues, media/reporting, civic attitudes

Learning objectives:

• To be aware of the various environmental issues that surround us

• To discuss environmental issues in local and global contexts

• To critically analyse messages portrayed by the media

Time: 30 minutes

Tools: Brown/wrapping paper, a quantity of newspapers and magazines, adhesive, scissors and crayons for each group

Approach:

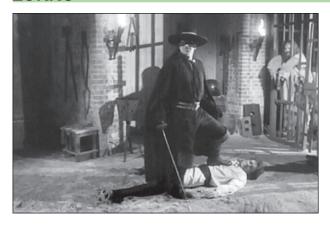
At the start of the lesson, using the brainstorming method, students compile a list of the environmental problems that they consider to be the most serious. They then create groups of 3–4 people and using the collage method try to make a poster on any theme chosen from the list. They can work with the theme of beautiful, undisturbed countryside as well as a valuable cultural landscape and create a poster showing the destruction of the environment – in a countryside untouched by man, but also in a cultural landscape. The teacher will specify that the choice is up to the students. The teacher will subsequently present the works created in a class or a school exhibition.

Reflection:

These take place in the form of discussions on individual posters. Students take note of ideas and how to work with a theme, but also how to seek answers to the following types of questions: Do you find more pictures in newspapers of undisturbed countryside or more of damaged countryside? How is it with other printed materials? How is it in reality? Is the image of the countryside in newspapers and magazines distorted?

How? In your opinion, which environmental problem is the most serious one?

ZORRO



Zorro, the avenger, is issued to rescue trapped woman. He easily defeats the guards and cuts on chest of one of the guards the letter, according to his custom. It is not Z but M. Laugh of tied up woman and other prisoners suggests that illiteracy might affect also such a hero as Zorro, the avenger.

Activity: ILLITERATE

Spot: Zorro Age group: 10+

Relevant topics: Rights for education, literacy

Learning objectives:

To realize the importance of literacy

To develop empathy

Time: 10-15 minutes

Tools: A worksheet with a foreign language text for each student

A worksheet with a translated text for one half of the pupils

Approach:

- At the beginning of the activity we explain to the pupils the instructions of the activity: each pupil gets a worksheet with a task that they have to complete in the shortest time. Once we start to give the pupils the worksheets, no one can speak.
- We give students the worksheet with the foreign language text. The pupils have one minute to complete the worksheet. During the task we are counting down the time (40 seconds left, 20 seconds left, 10 seconds, 9, 8...).
- We ask pupils: How did you feel? Why did you not do anything? We are talking about the reason why they are not able to complete the task.
- We give pupils the worksheets again. One half of the pupils get the worksheet with the
 translated text and the second gets the text without translation (the same as in the first
 time). We ask students to complete the worksheet again (without talking). The pupils that
 have the translation of the text do not have a problem to complete the task. The second half
 is not able to complete the task again.
- We ask pupils: How did those who were literate feel, and how did those who were not? When is it also good to know how to read and write? Do you know somebody who is illiterate?

Reflection: Reflection takes place during the discussion at the end of the activity.

Activity: Illiterate

WORKSHEET

去到黑板前面,把你的名字写在黑板上。

Translation

Go to the blackboard and write your name.

HELP?!



In the social spot we see the dramatic journey of the wheelchair user to the train station, where his girlfriend is waiting for him. He successfully overcomes all the possible traps of the city and arrives at the last moment for an appointment. Suddenly someone unexpectedly helps him to get on the train, which he does not intent to go. Let's ask disabled people whether they really need our help.

Activity:

RULES OF PERSONAL RESPONSIBILITY

Spot: Help Age group: 15+

Relevant topics: Personal responsibility, civic attitude

Learning objective:

• To realize one's personal responsibility for their life and the direction thereof

To develop negotiating skills

Time: 15 minutes

Tools: A worksheet for each student

A large sheet of paper and markers for each group

Approach:

- We give students the worksheet (or the teacher can write these rules on the blackboard and students will copy them on their own paper). Students carefully read the ten rules of personal responsibility and think about them.
- We divide the students, create groups of 3-4 people and discuss these rules. After that, they try to set a priority list of the rules according to what they view as most important, and they continue in descending order to the least important rule. All members of the group must agree on the order of the list.
- The group hangs the results (the final list) in a visible place and gives reasons why they decided to choose the first three rules.

Reflection: Reflection happens during the discussion in the group. The teacher can then ask questions such as: How did you come to such a conclusion? Why did you choose the way you did? Was it difficult to come to a conclusion amongst each other? Which rule, in your experience, is the most used and accepted in everyday life? Would you be able to add a real-life example to each of the statements?

Activity: Rules of personal responsibility

WORKSHEET

- 1. My basic stance is: "I am OK you are OK." (*If we feel OK, it has the effect on our surroundings*)
- 2. People who stay themselves can go furthest. (*If we are sure about our activities we can do them better*)
- 3. Life gives me back what I put into it. (*If I will behave badly to others, they will behave badly to me*)
- 4. The responsibility for everything that I do or accept begins with me and ends with me.

 (*I am responsible for my behaviour. It is just my responsibility*)
- 5. Freedom is the need to decide. (Do not force people to do what they do not want. Do not force yourselves to do what you do not want to do)
- 6. I am not in the world to fulfil the expectations of others. (*I have responsibility for my behaviour, so I do just what is good in my opinion*)
- 7. The existence of truth is revealed as freedom. (*Truth is as important as freedom. It is normal to not be right. It is important to be able to admit that I am wrong*)
- 8. One cannot delegate responsibility. (It means that we are responsible for our actions. We cannot say that someone else is responsible for our actions)
- 9. Detours expand the knowledge of a space (topic). (It is easier to decide what to do if you have enough information, so try to get as much information as you can)
- 10. Respect for oneself precedes respect for others. (If you respect yourselves it is easier to respect others. It is about having self-confidence)

COLORFUL



When he is born he is pink. When he grows up he is white. When he is cold he is blue. When he is going to sun he is red. When he is sick he is green. Who is it? A white man - one that likes to call people of different skin colour as colours?

Activity:

ATTITUDE TO MINORITIES

Spot: Colourful Age group: 15+

Relevant Topics: minorities, tolerance, human rights, racism

Learning objectives:

• To realize the difficulties related with stereotypes

To develop empathy

Time: 20 minutes

Tools: A sheet of paper and a pen for each student

Approach:

- We divide the pupils into groups (3 pupils). Each group gets the cards with the name of minority or group of people (for example immigrants, teachers, homosexuals, politics etc.). The group will represent this minority.
- The task of each group is to answer following questions:
 - Who are these people?
 - How are they perceived by the majority?
 - What objections do the majority have to this group? Which of them are stereotypes?
 - What I would do if I were part of this group?
- The results of the group work are presented. The class can ask and discuss the answers.

<u>Reflection</u>: The reflection takes the form of a discussion. We watch which minority was criticized least. We try to lead pupils to the conclusion: Where groups that we know best are concerned, we have the fewest stereotypes.

EVERY FOURTH



In the cosmopolitan metropolis we can meet people of different colour of skin. Everybody walks the same pavement, drives the same means of transport and they are let into the store by the same automatic door. The door does not distinguish between people. People should learn from the technique in this case.

Activity: AGGRESSION

Spot: Every fourth Age group: 13+

Relevant topics: Human rights, domestic violence

Learning objectives:

To get basic information about domestic violence

To develop empathy

Time: 30 minutes

Tools: A worksheet "Personality of the aggressor" cut into pieces with characteristics for pairs, a board or flipchart

Approach:

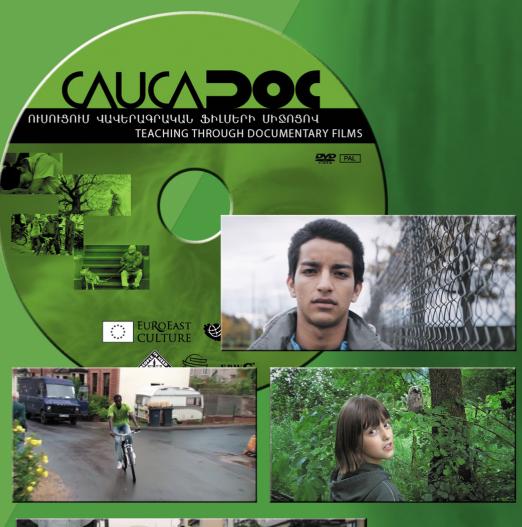
- Before the screening of the film we ask students to explain the terms domestic violence (physical and psychological) and self-defence. We write down their answers on the board or flipchart.
- After the screening of the film, we ask students if they would like to add something. We write down their opinions on the board or flipchart.
- We give pairs of student the worksheet and ask them to assign the characteristics to the aggressor or the victim. In this way they will prepare psychological profile of the aggressor and the victim.
- Students present the results of their work.
- We tell students which characteristic belong to the aggressor and the victim.

Reflection: The reflection takes the form of a discussion. We talk about the characteristics of the aggressor and the victim. We ask students: Did anything surprise you? Why did you attribute this characteristic to the aggressor? Why to the victim? Why do you think that the aggressor has this characteristic?

Activity: Aggression

WORKSHEET THE PERSONALITY OF THE AGRESSOR AND VICTIM TRAITS OF AGGRESSORS low self-esteem feeling incompetent and undervalued belief in stereotypical division of male and female roles tendency to blame others for their own deeds jealousy inability to deal with stressful situations not being ready to suffer the consequences for their violent acts TRAITS OF VICTIMS feeling of social isolation, abandonment, disunity, confusion feelings of guilt, blaming self for provoking and having responsibility for the violence, looking for reasons of the violence in herself feeling of helplessness and loss of control over the given situation afraid to admit they keep staying in a violent relationship low self-esteem, feeling of inability to help herself trusting myths about domestic violence and in traditional stereotypical male and female roles denial of anger caused by the abuse, but also getting very upset due to small things depression, fear giving priority to the needs of other family members as opposed to their own

fatigue, exhaustion, back pain, head ache, sleeplessness









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