

Unit 3 (Primary school, class 3)

We are wizards!

A Lesson plan

	Key question/lesson topics	Main activity	Resources
Lesson 1	What can an ordinary person do to solve a problem? What can a wizard or witch do?	The pupils learn to distinguish between realistic and magical solutions for different kinds of problems. They draw a picture of an ordinary person or a wizard.	Board (prepared in advance so that the children's ideas can be easily collected); drawings; sticky tape; A4-size sheet of paper, crayons.
Lesson 2	What are the core rights of the child? What areas of life do they touch on? What kind of solutions can we find to these problems?	By dealing with the most basic children's rights, the children get to know the background and formulate fanciful as well as realistic solutions to real-life problems associated with these rights.	Paper figures (already cut out); crayons, colour pencils.
Lesson 3	How can we assume a supportive role in situations in which a given problem arises? What concrete solutions can we offer?	The pupils search for solutions for difficult situations in their everyday lives. They present their solutions in a role-play.	Props for a role-play if required.
Lesson 4	How can we evaluate the examples of solutions for the problems presented by our classmates in a role-play? What have we learned through this?	The pupils rehearse their role-plays and act them out in class. They then discuss the solutions presented in the role-play.	Props for a role-play if required.

B Background and educational objectives

Children soon become aware of the fact that many things are beyond their control. They are subject to decisions that have a direct impact on their lives, yet they are often unable to influence them. But children are also capable of travelling to a world of their imagination. This need not be an attempt to escape from the real world. The world of the imagination is the sphere where new plans can be created, experiences may be reflected upon and where a person may gain strength before returning to the real world.

For the teaching project in Unit 3, we suggest drawing on the imaginative capacity of children and giving them the opportunity to transform their ideas into solutions for real life problems in connection with the basic rights of children. The starting point is the charming fantasy of becoming a wizard or a witch and to be able to use magic powers to solve problems.



The aims of this project include pupils becoming familiar with children's rights in a simplified form. At the same time, they are required to identify situations connected to children's rights in their environment that demand a better solution, and to look for such solutions - both «magical» and «real» - together. It is important for the children not to remain within their realm of imagination all the time. They should also try to conjure up a solution to a very basic problem in their local surroundings and put it into practice (e.g. focusing on issues such as a clean environment in the classroom and the schoolyard).

This teaching unit relies on communication in the classroom. Therefore it is of great importance for the children to be seated in arrangements that encourage communication. When communicating in groups, all participants should be able to make eye contact. Forward-facing seating arrangements should therefore be avoided. Sitting in rows puts children at the far ends at a disadvantage. We therefore recommend that the children sit in a circle or around a table during group discussions.

The date that these lessons are carried out is up to the teacher, however the second and third week in November would be suitable, as it coincides with the yearly date of Universal Children's Day on 20 November (see also the suggestions at the end of the fourth lesson).

C Key questions for reflection in children's rights classes

Experiencing children's rights	Getting to know children's rights	Implementing children's rights
Teacher		
In what way have the principles of children's rights been observed in the classroom and school community?	What do the children know now about children's rights?	Learning how to take action outside of school: What have the pupils learned for their future lives?
School is like a micro-society. The pupils discuss things together and find solutions for their problems in the class and in their lives. They interact with each other, not only with the teacher.	Articles 13, 14, 28, 31 (see appendix: UN Convention on the Rights of the Child).	The pupils think about real life situations with reference to children's rights and they begin to work out solutions for problems that are real for themselves and for others.
Pupils		
How did I experience children's rights in class?	What have I learned about children's rights?	What kind of action am I able to take now?
We have listened to each other and we have found out that some of our wishes, problems and suggested solutions to problems can be very different. We have seen how we can bring our different perspectives to a discussion and find solutions for such problems together.	I know that children have special rights: children's rights. I know that there is a Universal Children's Day on 20 November. I am learning to see the difference between miracles and tangible solutions to problems in real life.	I know that other people and I have rights, but I must do something to make sure that these rights are protected - both my own and those of other people. Finding a solution to a problem is not an easy thing to do, and we cannot solve all problems at once. Some of our wishes will not be fulfilled for a long time.

D Procedure

Lesson 1

The class sits with their chairs arranged in a semi-circle around the board at the front of the class. Each child should have a good view of the board.

The teacher draws or shows a picture of two people on the board or projector: an ordinary woman or man and a wizard or witch. In pairs, the children should also draw the two figures and try to answer the following questions together:

- What is the difference between wizards or witches and ordinary people?
- What can the ordinary person do in certain situations, e.g. If there is no bread in the house to eat?
- What would the wizard or witch do in the same situation?
- To encourage their imagination, further examples of situations can be found by the children,

possibly with support of the teacher. The teacher collects all the pupils' answers on the board, using the following table:

	«Ordinary» Person	Witch or wizard
Situation 1 (e.g. Hunger)		
Situation 2 (e.g. Poverty)		
Situation 3 (e.g. Boredom)		
Situation 4 (e.g. Birthday)		
etc.		

The children share and discuss their solutions to the various problems. Questions to extend the discussion could be:

- Can you see any solutions or ideas that have been made by a good or a wicked wizard or witch? How would a good or wicked wizard or witch act in certain situations?
- When did you last wish you had magical powers, and what did you want to change then?
- What is your biggest wish right now? How would you grant that wish if you had magical powers? How could you grant that wish in reality?
- Etc.

The teacher encourages the pupils to come forward and share their ideas and offers all of them positive support. He or she explains that the class will be talking about wizards and witches several times over the next few lessons and sets pupils the task of looking for pictures of wizards and witches in magazines or books and of bringing them to the class if possible. The pictures and books can be displayed in a small exhibition.

For the remaining part of the lesson, the children do a colourful drawing of an elaborate wizard or witch, and next to this figure an “ordinary” person. These drawings can be finished as homework and can subsequently be displayed in the exhibition.

Lesson 2 (Duration: around 1½ Lessons)

Introduction: viewing and commenting on the exhibition (see above), if it has become large enough to be presented. The teacher encourages the pupils to collect more pictures, books and objects and to finish their drawings if they haven't already done so.

The children now sit in a circle. The teacher holds a short talk about the ten most important children's

rights. In this key lesson, he or she tells them that over 50 years ago, special rights that deal with the lives and the situation of children were made and signed by a great many nation states. Here we recommend reading the 1959 UN Declaration of the Rights of the Child (see appendix, though abridged versions can also be found on the Internet), that the teacher may adapt and abridge as necessary.

The teacher should make the presentation as descriptive, understandable and child-oriented as possible: examples of real life situations or stories relevant to the children's experience will help support this.

In order to summarise and conclude, the teacher could compile a list of the most important points together with the children and then write these on the board. The children could then record this list in their exercise books.

The children need to understand that:

- there are such things as children's rights,
- these rights are valid for every child, even here in our country,
- the aim is to enable every child to grow up in a healthy and wholesome way (this includes physical, moral, spiritual and social development,
- the freedom and the personal dignity of the child are to be respected.

Next, the teacher lays out approximately 20 paper cut-outs of boys and girls that either they or the pupils have cut out beforehand. These figures are then divided into four groups of five on the floor. The teacher tells the children that each group has a particular problem:

- the first group is experiencing a threat to their physical wellbeing (food, health etc.),
- the second group is experiencing a threat to their spiritual wellbeing (discrimination, right to

- privacy etc.),
- the third group is experiencing a threat to their educational opportunities (right to access information, education etc.),
- the fourth group is experiencing a threat to their social environment (family, friends etc.).

After this explanation, the class is divided into four groups, of which each one is responsible for one of the groups of paper figures. The instruction: Take your five figures and write on each one sentences about what they need or what they are missing or why they are suffering. Use "I" sentences (in the first person). For example, the group "spiritual wellbeing" could write sentences like: "People laugh at me, because I am foreign", "I suffer, because I have no friends", "I am sad, because people laugh at the way I talk" etc.

Children work in their four groups, then present to each other and hold a discussion to find additional examples for their group of figures (e.g. "What else can you think of?") - possibly writing on more figures.

Next, the groups become wizards and witches and want to help these children to experience children's rights! The figures that have been written on are looked at one by one. For each one, the following questions are asked:

- Read what is written on the child: what is it suffering from?
- How could the wizard or witch help? What could he or she do, so that the child will be helped today, tomorrow and each day after that?
- What could the child him or herself do, so that he or she feels better?
- What could people without magic powers do (for example us) to help this child feel better?

This turn can be taken with the class as a whole or, depending on class size and time available, in two or more small groups.

Lesson 3

The teacher repeats the ten most important children's rights (see above, lesson 2). Today we are looking at concrete situations in real life, where these rights play or should play a big part. The teacher motivates the children to think about places or situations in their everyday lives that are difficult for them, their classmates or younger or older pupils in the school. In particular, they should try to think about situations where the rights of these children are being threatened. This they do in pairs. As a stimulus as well as a writing grid for collecting contributions from the children, the fol-

lowing list of places and situations can be used on the board:

Places:

- the classroom
- the schoolyard
- the way to school

Situations:

- quarrel and disagreement
- no lunch
- forgotten to do homework
- being beaten up
- not having a friend
- not owning a warm winter jacket
- without proper sports gear

Instruction: We will now take on the roles of little wizards and witches. We will have a go at finding solutions to these problems.

In the plenary session two or three situations and their solutions - as realistic as possible - will be discussed. The pupils form small groups of three or four and choose one situation, which they want to deal with and present a solution to. Each group should create a role play to both illustrate the situation and present their solution. Today's lesson is for preparation: the role plays and discussions will be held in the next lesson (and not directly following lesson 3, because of the task requirements below).

The teacher explains the requirements for the role play: he or she specifies the time allocated for preparation and for the performance (e.g. 5 min), the content (situation plus solution), gives performance advice (speaking loudly and clearly, use of props etc.). The teacher supports the groups, makes suggestions if necessary and listens. In preparation for the fourth lesson, the pupils can refine their scenes with costumes and props.

Lesson 4

Short instructions are given to the class concerning the role-plays: time limits, clear observation criteria for those watching (e.g. Is the situation represented in an understandable way? Is the solution realistic? Were the actors convincing?). These observation tasks should be written down and shared on the board!

The pupils act out their scenes in class (problem plus solution). The time limits (e.g. 5 min per performance) are to be strictly observed. Following each performance or after every other performance, a discussion should be held that

deals with the above mentioned questions, as well as more general questions (e.g. who has ever experienced a similar situation? How did you respond / what did you do in this situation?).

Concluding discussion (whole class) on the various problematic situations and solutions that have been acted out, rounded off by again reviewing the Rights of the Child and raising awareness that the whole exercise was always about relating to these rights.

A project could possibly be set up to commemorate the Universal Children's Day (20 November), where the children could prepare something for the wider school community (information for another class about children's rights, creative communication of these rights e.g. a poster display in the school corridor, a small play based on the role-plays performed in class etc.).