



KULCZYK
FOUNDATION

4th EDITION

DOMINO EFFECT

E D U C A T I O N

Teaching materials

10-15 years



THE FREEDOM TO BE ONESELF

Can we distinguish between what is truly "ours" and what is imposed on us by the environment or what we accept under its influence? How can we express ourselves? What is the benefit of being oneself? Young people, whose need for self-determination is very strong, often ask themselves this question. Therefore, the topic of educational materials addressed towards the 10-15 age group is FREEDOM, with an emphasis on FREEDOM TO BE ONESELF. This unique value involves searching for and understanding what is really important to us, what we agree with, what we think about a given subject and how we express it.

The scenarios we propose concern the factors that strengthen or restrict human freedom and the ways in which this freedom can be exercised. The stories presented in the materials are real-life stories that I brought from my meetings with exceptional people all over the world. They present different faces of freedom and ways to fight for it. From the desire to be free in the physical sense, through the pursuit of economic independence, to the great need to implement one's own ideas, for self-expression and development of one's talents.

The main goal of the classes is to develop the skills necessary to create one's own subjectivity (empowerment) and to shape a proactive attitude.

Supporting young people in building their own autonomy and authenticity by developing critical and independent thinking skills, raising awareness of basic human rights and developing expression is a responsible task for teachers. I hope that through the stories from exotic regions, such as: Ghana, Sumba, Kenya, Lesotho, Venezuela, Nepal, Namibia and Peru, education for freedom will be a unique journey to freedom for you and your students, expressed by people from all over the world, and also a priceless journey into oneself.

Dominika Kulczyk
President of the Board of Directors
Kulczyk Foundation

LET'S CREATE THE FAN OF FREEDOM TOGETHER

"All human beings are born free and equal in dignity and rights."

Article 1. of the Universal Declaration of Human Rights

Freedom is a value for any man, a right, a privilege and a duty. We place it high in our individual hierarchies, in the upper levels of the ladder. We place it among other values, other causes worth the endeavour, the effort, the sacrifices. The human right to freedom is included in the most important international, European and national documents. This right of individuals and groups must not be violated under any circumstances. However, the exercise of the right to freedom requires the knowledge of basic legal norms and the knowledge and ability to be free. A privilege is a specific right of every unique and exceptional human being to exercise their right to personal freedom. A duty is expressed in thinking and acting in a way that protects one's own right to freedom and the right of others to be independent in being, self-governing and independent in thought.

Freedom is a range of values, rights, privileges and duties, which can be symbolised by a fan. It has its limits. Its parts make up the full scope of elements necessary for a dignified, valuable and fulfilled life. We should use this range for our own good, so that we can live happily with other people, among people and for other people. To make this possible, every human being must be aware of the richness of meaning, possibilities, rights, privileges and duties that the individual leaves of the fan of freedom represent. For the time being, this fan is folded. Whether we decide to unfurl it, get to know the individual elements, see their roles in our lives, think about their meanings depends on us. We invite students and teachers to join us in unfolding that fan and discovering what it has in store, by encouraging them to execute class scenarios inspired by the 6th season of the documentary series "Domino Effect" (Polish: "Efekt Domina"). The fan of freedom is rich, diverse and multicoloured. Each lesson is an invitation to reveal more and more components of freedom: respect, health, critical thinking, logical thinking, the right to dreams and goals, financial independence, self-development opportunities, realisation of internal potential, empowerment, independence and entrepreneurship. This is essential, albeit not necessarily every component, for every human being to be able to exercise their right to freedom. When talking about freedom, we also invite you to think about its boundaries and limitations. These are two separate concepts. However, it is important to realise that the boundaries of my freedom are where the right to freedom of another human being begins. I can try to overcome internal and external limitations; I have a right to face them.

We encourage both students and teachers to explore different areas of freedom. You, the teachers, are for the young people the ones they look up to with attention, whose opinions they listen to and whose behaviour and attitudes they evaluate (sometimes critically). The way in which you perform within your own area of freedom can be a source of motivation for students to expand their own area of freedom and their own right to freedom.

Prof. UAM dr hab. Kinga Kuszak
Department of Educational Studies
Adam Mickiewicz University in Poznań

Imprint

Concept:

Agata Nowak, Anna Samsel
(Kulczyk Foundation)

Author of Information for Parents
and Guardians: Kamila Becker

Substantive Supervision:
prof. UAM dr hab. Kinga Kuszak

Consultation:
dr. Anna Basinska, Kamila Becker

Photography: Tatiana Jachyra, Michał Przedlacki
Production of the Series "Domino Effect": TVN S.A.
Editing and Preparation of Film Fragments:
Ginger Dog Film

Editorial supervision:

Department of Education of the Kulczyk Foundation
Editing and Proofreading: Monika Szewczyk-VivaLibri
Design, Layout and Graphic Design:
UVMW Design Studio

Publisher: Kulczyk Foundation
Warsaw, September 2019
ISBN 978-83-952018-6-8

The scripts were written on the basis of the 6th
season of the documentary "Domino Effect".

Kulczyk Foundation Team

Kulczyk Foundation Team
Dominika Kulczyk
Marta Schmude
Karolina Dusio
Anna Frankowska
Anna Gajewska
Michał Grobelny
Katarzyna Jankowiak
Zofia Jankowska
Beata Kopyt
Dorota Kuszyńska
Małgorzata Lewandowska
Dominika Majchrzak
Mateusz Roszak
Anna Samsel
Wioletta Szafryna
Agnieszka Szewczyk
Paweł Szymkowiak
Marta Tomaszewska

Honorary Patronage



COMMISSIONER FOR HUMAN RIGHTS

Substantive Patronage



UNIWERSYTET IM. ADAMA MICKIEWICZA W POZNANIU
Wydział Studiów Edukacyjnych

About the Book

The book "Domino Effect. Teaching Materials" entitled "Let's create the fan of freedom together" contains 8 scenarios based on the documentary series "Domino Effect" (season 6). The episodes are shot in different countries and show the local problem and a local organisation supported by the Kulczyk Foundation, which helps to solve the problem in question.

Each episode presents universal issues, translatable into our own reality, thanks to which they are understandable for students in Poland. This year's materials concern an important issue for a child's development – freedom, in particular, the freedom to be oneself.

The scenarios address various factors that may affect our sense of freedom and encourage the analysis of how they affect our freedom, increasing or decreasing its scope. This allows students to understand the mechanism and level of this dependency in relation to their own experiences. In the process defined in this way, young people are helped by a work card – a fan – whose each individual leaf corresponds to the next factor discussed. After each class, the student may indicate on their own fan, to what extent a given factor affects their sense of freedom.

The scenarios not only talk about freedom, but are also designed to give as much freedom as possible to both the children and you, the teacher. You can treat these materials as an inspiration to implement your ideas, you can change them and adapt them to the educational needs of your students. Encourage them to express their opinions, hypothesise and instil the mindset that there is no need to be oriented exactly towards what the teacher is expecting at a given moment.

This approach was inspired by the American method of modelling Questioning the Author (QtA) dialogues. It consists in asking opening questions (intriguing, thought-provoking, open questions, formulated in a way that is close to an everyday experience, without specialist terms) and follow-up questions (encouraging to elaborate, focusing the discussion, helping to focus on a particular aspect of the issue in question).

The scenarios are enriched with information for parents and guardians prepared by an experienced family psychotherapist. The package which contains the text "Why is it worth discussing this topic" and suggestions for activities for parents and guardians, is best communicated to them after each class so that they can contribute to the school's discussion of the topic.

Before you start

I MAIN OBJECTIVES OF "DOMINO EFFECT. TEACHING MATERIALS"

Educational materials "Domino Effect. Teaching Materials", with proposed lesson plans, pursue the following objectives:

- introducing students to the world of values, including generosity, cooperation, solidarity and altruism;
- indicating patterns of conduct and building social relations conducive to the safe development of the student (family, friends);
- strengthening the sense of individual, cultural, national, regional and ethnic identity;
- forming a sense of personal dignity and respect for the dignity of others in the students;
- developing competences such as creativity, innovation and entrepreneurship;
- developing the ability to think critically and logically, to reason, argue and deduce;
- showing the value of knowledge as a basis for skill development;
- arousing cognitive curiosity and motivation to learn;
- equipping students with a wealth of knowledge and skills that allow them to understand the world in a more mature and structured way;
- supporting students in recognising their own predispositions and determining the path of further education;
- comprehensive personal development of students by deepening their knowledge, by satisfying and

- awakening their natural cognitive curiosity;
- shaping an open attitude towards the world and other people, activity in social life and responsibility for the community;
- encouraging structured and informed self-education based on the ability to prepare one's own workshop;
- orientating the students towards values.

| THE STRUCTURE OF THE LESSONS

All scenarios were inspired by excerpts from the documentary series "Domino Effect". The purpose of watching them together is to encourage students to reflect on the elements of freedom, the manifestations of freedom, its boundaries and limitations. They also encourage reflection on how each student has a right and is able to exercise their own right to freedom without violating the boundaries of other people's freedom.

The lessons offered to pupils aged 10-15 have a permanent structure and consist of the following elements:

1. Introduction – drawing the students' attention to the problem.
2. A conversation that is about sharing one's own thoughts, insights and proposals with others.
3. Announcement of a film screening – preparing students to actively watch a fragment of the film and drawing their attention to key issues.
4. Film screening.
5. Reflection after the film – a conversation aimed at exchanging observations and thoughts after watching the film, discussion on the most important issues and introduction to the tasks whose purpose is to work through the issue raised in the report.
6. The task – individual work, in groups or with the whole class, which aims to look at an issue raised in the film from a perspective close to the pupils' everyday experience. It allows you to work through the issue, to experience and understand it.
7. The concluding conversation is a collection of experiences, reflections and findings made during the lesson in the context of the goals formulated at the beginning of the lesson: I know, I feel, I help.
8. Conclusion – the closing element of the course is to fill the sections of the fan of freedom with content referring to the topic of the classes, using the student's creative idea.

"Domino effect. Teaching materials" contain 8 lesson plans, each of which is scheduled for one lesson. They can be applied in the proposed order or modified freely by changing their course, giving up some elements or by including additional activities to adjust them to the needs and interests indicated by the students, or to the issues the teacher wishes to expand.

| GUIDELINES BEFORE IMPLEMENTING LESSON PLANS

"LET'S CREATE THE FAN OF FREEDOM TOGETHER"

1. Read the lesson plans

- You can use them in the order we proposed or choose the topics which, given your knowledge of the students, seem to you to be particularly important.
- However, we recommend that you start your classes with the lesson plan "What freedom is to me", based on the episode of the "Domino Effect" about Ghana. The lesson plan "Empowerment as confirmation of freedom" (Peru) is a continuation of the plan "Looking for one's own solutions as an expression of one's freedom" (Namibia), so their order should be maintained.

2. Prepare to apply the lesson plans

- Before the first class, print out the "Fan of Freedom" work card for each student.
- Before each class, watch the whole episode of "Domino Effect" (www.kulczykfoundation.org.pl) to get a broader picture of the topic. Then get to know the fragments selected for a given lesson plan (available as attachments).
- Before the class, ask the students to prepare if the lesson plan requires it.
- Print the work cards for the lesson plan you are using.
- Arrange the classroom to work in groups if the lesson plan requires it.
- Some lesson plans include more advanced tasks for older age groups. Decide if you want to use them based on your knowledge of your class.

3. Involve parents and guardians

- Before you start working with students, send an e-mail, send information via the Librus platform or letters to their parents or guardians about starting a series of classes on freedom prepared by the Kulczyk Foundation. You can edit the content yourself or use the model proposed below.

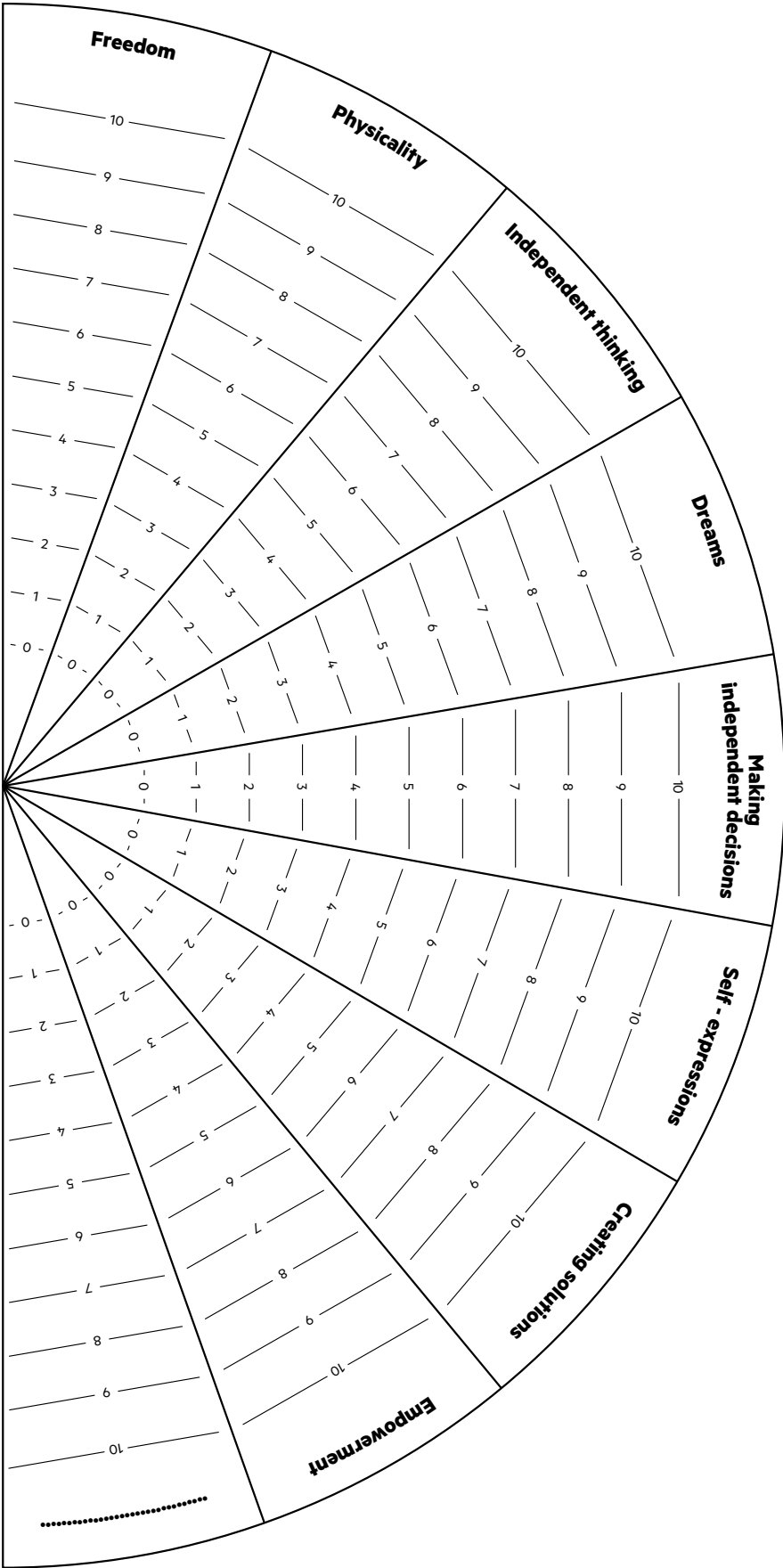
Dear Parents and Guardians,

during homerooms we will have a series of classes entitled "Let's create the fan of freedom together" prepared by the Kulczyk Foundation, devoted to the subject of freedom. It is natural for children to constantly explore and try to define the limits of their freedom, and puberty makes this process particularly intensive. For this reason I would like to encourage you to join the discussion on the issue which is important for all of us. For this purpose, after each class, I will send you a package of materials. It will consist of a short text prepared by an experienced psychotherapist on why it is worthwhile to talk about this and of activity proposals for you. I hope that this will help you in starting conversations which are important for you and your child.

- After each lesson, send the parents and guardians a package of materials (the pdf file in the attachments to the class plans available for download) consisting of the introduction **Why is it worth discussing** this topic at the beginning of each scenario and the activities proposed in the section **Information for parents and guardians** which you will find at the end every lesson plan.

| GUIDELINES FOR USING THE WORK CARD "THE FAN OF FREEDOM"

- In the first class, each student receives their own work card, the "Fan of Freedom", which they should gradually fill in during the course of the classes. At the beginning of each class, hand out the work cards to the students, and after class, we suggest that students leave their fans in the classroom in envelopes signed with their names. This will prevent the loss or destruction of the work card.
- The card is in the form of a fan made up of leaves. Each of them corresponds to a factor discussed in class that affects our sense of freedom.
- The additional, ninth leaf, is the place to put the factor influencing the student's freedom proposed by you or the student. We propose a discussion on: "How does the place in which we live affect our freedom?"
- Each lesson plan ends with the students' self-reflection; that's when they indicate on the fan the level (on a scale from 0 to 10) in which a given factor affects their sense of freedom. In order to better depict their emotional state, the students can colour in the marked area.
- The first leaf (Freedom) is used during the first class (Ghana) to spontaneously show how free the students feel, and then to indicate a possible change in how they feel when affected by the factors discussed in subsequent classes. We recommend that at the end of each meeting the students mark a possible change of the level on the first leaf, marking the date or the sequential number. Only after they finish the cycle and finally decide what their sense of freedom is, should they put it on the scale.
- After all the class plans have been used, each pupil's sense of freedom is depicted.
- You can offer students additional individual work with the fan. Ask them to think of whether the level of a given factor is okay for them after each time the factor is indicated on the leaf of the fan. If not, encourage them to think about what they could do to change it.



SCENARIO 1

GHANA

What is freedom to me?



GHANA



INTRODUCTION: GEOGRAPHY AND THE PROBLEM

Ghana – child slave labour

The Republic of Ghana is a country in West Africa inhabited by almost 30 million people. Although Ghana has been an independent state since 1957, not all its inhabitants are free.

Lake Volta in Ghana is one of the largest artificial water reservoirs in the world. It was created in 1965 and has contributed to the significant development of the country's fishing industry. In the areas around the lake, children are often used for fishing and processing fish. Sometimes, forced to do so due to poverty, parents sell their children when they are as young as four years old. These children, are then forced into slave labour and into working more than ten hours a day. Their owners beat them and starve them giving them only one meal a day. Some children die doing tasks beyond their strength. It is estimated that there may even be as many as 20 thousand child slaves in the area of Lake Volta.

According to the International Labour Organisation (ILO), there are 40 million slaves worldwide and one in four of them is a child. Never before in history have slaves been as cheap as they are today. In Ghana, the price for a child slave is only a few dozen dollars.

Partners in Community Development Programme – Combating child slavery

The NGO Partners in Community Development Programme (PACODEP) was founded in 2003 by Ghana-born George Achibre Sr. Its aim is to combat child slavery in Ghana. PACODEP employees carry out actions to free children who have been forced to work at Lake Volta. As of 2019, more than 800 children have already been freed. The rescued children find a home in PACODEP's Village of Life, where the organisation runs schools and provides medical care and food. More than 100 freed children were living in the Village of Life as of 2019.

Project supported by the Kulczyk Foundation

The Kulczyk Foundation supports activities aimed at freeing child slaves who are forced to work at Lake Volta. In accordance with current legislation, PACODEP employees register every rescued child with the police. After that, the child undergoes basic medical tests in a hospital. Every case is reported to court, which gives PACODEP official permission to take care of the child.

In 2019, the Kulczyk Foundation financed 20 rescue operations as well as the purchase of a motorboat, which is necessary for patrolling Lake Volta. The Foundation also covers the annual cost of maintenance and rehabilitation for 20 rescued children and has donated funds to complete the first stage of the construction of a Senior High School in the Village of Life.

Freedom – Why is it worth discussing this topic?

Freedom is a value of special importance for teenagers. As they grow up, they often want to be independent and decide about things for themselves. They try to express this in different ways. They expect adults to trust them and give them the opportunity to find their own identities – individuality and independence.

This stage of life is the bridge to adulthood. It is important that parents and other carers cooperate with them to ensure that teenagers make it through this period safely. This task requires a lot of patience, calm and objective consistency, kindness and trust.

This is well illustrated by the metaphor in which adults are symbolised as the swimming pool in which children learn to swim and water is the freedom in which children immerse themselves to swim away from the edge. Parents and other important adults are stable walls which children can reach at any time when they want to turn back, catch their breath and then come back into the pool again to train. The walls must be stable to withstand all of a teenager's departures and returns. It is the responsibility of the adults to create a safe space by setting reasonable boundaries and consistently informing the children when these have been crossed. Adults are also the audience from whom children can hear words of support and encouragement.

Research shows that giving teenagers a significant degree of autonomy from the very beginning of adolescence not only improves their mood and the quality of their relationship with their parents, but above all, influences the development of important competencies necessary for independent adult life. It builds a teenager's self-esteem, improves their decision making abilities, the sense that they have an influence on the world, their empathy, and makes them more sensitive to the needs and emotions of others as well as themselves.

There is also the dark side of freedom. A teenager's psychophysical development is associated with very rapid biological changes. Their body grows and the child matures physically but the emotions can't keep up with these processes. The brain's frontal lobes, responsible for rational decision making, are not yet fully developed, while the reward system, which is associated with emotional support for actions, is fully formed. This results in the tendency for an adolescent to behave unexpectedly, recklessly or impulsively, under pressure from their peer group and without thinking about the long-term consequences. Apart from the frontal lobes, hormones also influence the behaviour of teenagers. Changing moods are caused by dopamine peaks and troughs. Adolescents go through mood swings and, as a result, demonstrate unacceptable behaviour which has consequences which must be faced. An adult should give the child clear information about why their behaviour is unacceptable, so that next time the child can decide that they do not want to do the same and instead take other people and their feelings into account. Punishments are ineffective as they make the child afraid of being caught and so they instead listen to the adult out of fear and not because they have made their own decision to moderate their behaviour. Instead, when the opportunity arises, they will try doing the same again, only trying to hide what they did better. Decisiveness, consequences, but above all, kindness and relationship building are necessary elements to create the conditions for children to experience conscious freedom and responsibility for their own decisions.

What is freedom to me?

Key issues: freedom – limits of freedom, human rights.

Teaching aids: a film, a large sheet of paper, printed Convention on the Rights of the Child (Attachment 1, [downloadable online](#)), photographs from the work card (Attachment 2), work card - "The fan of freedom" (for each student).

| THE OBJECTIVES OF THE CLASSES



- **I KNOW:** The student knows that freedom can be understood in many ways, and that there are limits to personal freedom.
- **I FEEL:** The student can identify the feelings associated with freedom for them and understands that people define and understand freedom in different ways.
- **I HELP:** The student is ready to react if they notice a restriction of their own freedom or the freedom of others.

| BEFORE THE CLASS

Arrange the classroom for group work. Print attachments and prepare a film screening. Get to know the entire episode of the documentary series "Domino Effect. Little Slaves." (Season 6), available at www.kulczykfoundation.org.pl Also read the Introduction to the classes **Why is it worth discussing this topic** and **The Introduction: geography and the problem** which describes the problem of child slaves in the Lake Volta area in Ghana.

LESSON PLAN

What is freedom?

| WORK IN PAIRS, CREATION OF A MIND MAP

Use the photos (Attachment 2) attached to the script. Spread them out on the table or on the floor and ask the students to choose the picture that they most associate with freedom.

Encourage the students to pair up and tell each other why they chose a particular photograph.

Then propose that the whole class think together about what the word freedom brings to mind. Ask one of the students to write down the associations or symbols on the blackboard to create a mind map. From this, create a common definition of the word freedom, which you can develop later during the class. Write down the definition on a sheet of paper and hang it in a visible place in the classroom after class.

Draw the students' attention to the fact that each of them thinks about freedom in a different way and that not everyone will have the same scope of freedom. Ask them to think about what can affect each individual's perception of freedom. Talk about it.

Domino Effect. Little Slaves



| FILM, CONVERSATION

Tell your students that in the "Let's create the fan of freedom together" classroom you will reflect on what freedom is. You will be supported by excerpts from the documentary series "Domino Effect", which show stories of people from different parts of the world. Now you will watch part of the episode set in Ghana entitled "Little Slaves" together. Ask the students to think about how freedom is portrayed in the film during the screening.

After the screening, ask the students what their thoughts are and what attracted their attention.

Direct the conversation so that the students notice the issue of forced labour. Tell them that when PACODEP employees directly called forced child labour enslavement, it made Erik's family aware that their actions were illegal.

Remember that human freedom is guaranteed by law. A child's situation is special because their freedom has certain limitations due to their age. Inform students that their rights are written down in the Convention on the Rights of the Child. Encourage them to read this document after class – you can give them printed copies or they can find it online. Tell them that if they have questions or thoughts after reading the Convention, you can talk about them in class.

Hang a copy of the Convention in the classroom so that it can be referred to in future classes on freedom.

What are the opportunities and challenges of freedom?

| WORK IN GROUPS

Divide the students into 4-5-person groups to work on one of the two topics based on the mind map created at the beginning of the class:

- What opportunities does freedom give us?
- What are the challenges of freedom?

If several groups in the classroom are working on the same problem, suggest that they discuss their findings together, which should take about five minutes. Then ask the representatives of the teams to present the results of their work.

Talk to your students about the opportunities and challenges they have listed. Which of them are most important? Are they somehow connected to each other?

A TASK FOR A GROUP OF OLDER CHILDREN

Who looks after our right to freedom?

| INDIVIDUAL WORK, GROUP WORK, DISCUSSION

Ask the students what organisations they know that fight for respecting the human right to freedom. Have they ever participated in social actions? If the students confirm they have, ask them to share their experiences. If not,

divide them into groups of 4-5 and suggest that they discuss or search online for information about human rights campaigns initiated by different organisations and choose one in which they would like to become involved. Let them prepare for the next class where they will be encouraging their classmates to join in the activities of that particular organisation. The following questions can help you in this task:

- What does the selected organisation do?
- Which of its actions seem to you to be particularly interesting and which – misguided? Justify your opinion.
- Which activities of this organisation would you like to join? Why?

In the next class, talk to students about what they have prepared.

We are creating the fan of freedom – Freedom

| INDIVIDUAL WORK, SELF-ANALYSIS

Ask the students to think about the question: How free do I feel? Hand out the fans of freedom. Then suggest that on a scale from 0-10 they assess the level of their own freedom and paint a suitable piece of the leaf of the fan. Inform students that you will be using the fan in every lesson of the cycle, so it is worth making sure that the markings on it are legible.

*Freedom is a human right.
Let's use it wisely!*

| SUMMARY OF THE CLASS

Talk to students about how they perceive their freedom, how they use it, what, in their opinion, are its justified and unjustified limitations.

Let them speak freely, ask for clarification, do not judge.

Draw the students' attention to the fact that freedom is a human right that should give us many opportunities, such as choosing the work we want to do, education, but also having and expressing our own opinion on a given subject. However, it also entails certain challenges: responsibility for a person's decisions, external factors (such as economic issues, e.g. when lack of resources prevents further education) and internal factors (such as awareness and the ability to exercise our rights) (**I KNOW**).

Tell your students that in today's classroom they have had the opportunity to see and feel the life of people deprived of basic freedom (**I FEEL**).

Note that the human right to freedom is not only being violated in Ghana but also in Europe, so it is important to know that there are institutions that look after human rights (e.g. UN Human Rights Council, European Court of Human Rights) and organisations that deal with this problem (e.g. Amnesty International, Helsinki Foundation for Human Rights, Human Rights Watch). In Poland they include the Ombudsman and the Ombudsman for Children. Encourage students to create a list of places where they can ask for help if someone's rights are being violated. Publish it in a place accessible to all students, e.g. on the school's website (**I HELP**).



| DEAR PARENTS AND GUARDIANS!

During homerooms, we will go through a series of classes devoted to the topic of freedom entitled "Let's create the fan of freedom together", prepared by the Kulczyk Foundation. It is natural for children to constantly explore and try to define the limits of their freedom, and puberty makes this process particularly intensive. Therefore, I would like to encourage you to join the discussion on this issue which is important for all of us. After each class, I will send you a package of materials consisting of a short text prepared by an experienced psychotherapist about why it is worth discussing the given topic, as well as proposals for activities. I hope that this will help you in starting conversations which are important for you and your child.

During the first classes we talked about: *What is freedom?*

Proposals for activities:

- Talk to your child about what freedom means to them and to you. Listen carefully, don't push. Even if you don't manage to talk openly at the first attempt, don't be discouraged. Try to get back to the subject at another opportunity.
- Tell your child about when you started feeling free as a teenager. What were the circumstances and how did you feel?
- Discuss the limitations of freedom that are difficult for both of you – for your child at school, for you at work.
- Talk about whether the degree of freedom in your relationship is satisfactory. If you find that it is not, think about whether you can change it and on what terms. Agree some of the most important rules you want to introduce at home with your child, explain their purpose and what the consequences will be for your child if they do not follow them.
- Remind yourself and tell your child about a situation in which, at their age, you suffered consequences that you felt were fair and influenced your decision not to repeat a certain bad behaviour.
- Ask the child what kind of a person they want to be. Give them the challenge to learn to make well-thought-out decisions independently.











SCENARIO 2

INDONESIA

Physical characteristics and the freedom of the individual



INDONESIA



INTRODUCTION: GEOGRAPHY AND THE PROBLEM

Indonesia – the Problems of Sumba Island

Indonesia is an island country located in Southeast Asia and Oceania. One of more than 13 thousand islands in Indonesia is Sumba, for centuries isolated from the rest of the world, as a result of which it has preserved its own unique culture, customs and beliefs. Most of its inhabitants are followers of the traditional Marapu religion, in which they worship ancestral spirits and in difficult situations ask for the help of local shamans. The villages consist of unique-looking houses with pointed roofs, the same as those inhabited by the ancestors of the island's inhabitants. These houses are divided into 3 levels – the lowest for animals, the middle for people, and the highest for the spirits.

The Sumbanese livelihoods are based around agriculture, and in everyday life they do not usually use any money at all. They often cannot afford to buy medicine or necessary insecticides.

Sumba is one of the poorest islands in Indonesia. It lacks drinking water and food, so many children are malnourished, weak, and susceptible to disease. The incidence of malaria transmitted by mosquitoes is among the highest in Southeast Asia. In some parts of the island, every third mother has lost at least one child due to malaria.

Malaria continues to be a global problem. In 2017, 219 million people worldwide contracted the disease. Every year, more than 400 000 people die of this disease, most of whom are children under the age of five. To date, no effective vaccine has been created for it. Limited access to healthcare combined with the presence of the most dangerous species of malaria-bearing mosquitoes makes it a serious problem on Sumba.

The Sumba Foundation – fighting malaria

The Sumba Foundation is a non-governmental organisation operating on the Indonesian island of Sumba, which implements health, educational, water and food supply programmes.

Such actions are closely linked to the attempt to eradicate malaria on the island. Water projects are designed to provide clean, drinkable water for the island's inhabitants. Health programmes are primarily preventive medical tests for inhabitants carried out both in clinics and in the field. Thanks to them, employees of the organisation are able to start treatment of people infected with malaria in the early stages of the disease. An important element in malaria prevention is providing the inhabitants with mosquito nets containing an insecticide, which are a simple but effective way to protect people from the bites of mosquitoes spreading the disease.

Project supported by the Kulczyk Foundation

The Kulczyk Foundation supported the fight against malaria and the water projects carried out by The Sumba Foundation by donating funds for prevention and for providing access to clean water for the residents.

Physicality – Why is it worth discussing this topic?

Health, as defined by the World Health Organisation, is not just the complete absence of disease or disability, but above all, full physical, mental and social well-being.

In this context, adolescence is a major challenge in both physical and mental terms. Am I still a child or a teenager? – children wonder, looking in the mirror. The growth spurt heralds sexual maturity. This is a time when the body goes through physiological changes which have their consequences in the area of emotions and self-perception. Physical changes, although they may be fascinating and exciting, also bring problems causing shame to the child who would rather not experience them, such as: increased sweating, deterioration of skin conditions, oily hair, an increase in body fat.

You can prepare for a pole vault by training, gradually raising the bar. It's harder, though, to prepare oneself for a growth spurt. This is because it occurs rapidly in children. Especially boys between the ages of 12 and 15 gain about 20 kilograms and grow about 20 centimetres. In girls it starts two years earlier, and the weight gain and growth is less intensive and shorter. Puberty not only consists in changes that can be measured and weighed. Hormones play an important role, the brain changes, the body looks different. Intensive transformation can be observed through a significant change in the shape of the body, the voice or the way in which one moves.

There are some differences in how boys and girls look at their bodies. Some boys are proud of their muscles and physical abilities and because of the psychological changes they undergo, they get into fights – they become brutal and aggressive. They are not aware of their strength and may inadvertently be dangerous to their environment, so it is worth redirecting that strength and using it in a positive way, e.g. in sports activities.

Girls are more likely to be anxious and lost when their bodies start to get out of control; the changes in their bodies often become a source of fear and anxiety. They look at their bodies critically, looking for external examples to follow. The media promoting very slender models and their unrealistically slim figures has become the canon of beauty, and what's worse, of self-evaluation. Studies of blind teenagers have demonstrated that those who were blind from birth accept their body to a much greater degree than those who lost their sight at a later stage. They managed to see the models of femininity which they later want to follow. Results of similar studies have shown that in South America, on an island cut off from civilisation, women valued their bodies until television broadcasting American films became available in their area. Within a few years, a previously non-existent problem of eating disorders appeared, when women tried to look similar to the American actresses.

In the 1950s, Erik H. Erikson coined the term "the sense of physical identity" to describe "feeling at home in one's own body". Helping children in accepting their own carnality is, therefore, a huge task for educators and parents. This is particularly important because the 'home' also refers to the bodies of sick and disabled children for whom self-acceptance is a challenge consisting in overcoming real physical problems.

Appearance can affect our sense of freedom. We will feel free if we accept the body as our own home, which we want to take care of, look after and appreciate. This requires help so that children can find sources of self-esteem not only in their physical appearance and strength, but also in their potential and abilities, in what is inside them. At the same time, it is necessary to promote health among children consisting not in counting calories, but in conscious, healthy eating, doing sports, having an active lifestyle, sleeping properly and having regular medical check-ups. Children are often unaware of the threats. It is important that adults are vigilant, that they talk to children about how they feel and react in time.

It is important that children see dependencies – the more they take care of themselves, the greater their chances of a healthy, fulfilling life are; the more sick people, the greater the risk of contracting a disease; the worse our nourishment is, the more susceptible we are to diseases, and thus the more difficult it is for us to focus and learn, which in the long run makes it difficult to pursue our plans for life. The same applies to taking care of one's mental health, self-acceptance, naming emotions, the ability to function and communicate with others. Taking care of oneself is a fundamental step towards freedom, towards the children learning to take responsibility for themselves and towards becoming aware of one's needs, feelings and life goals.

Physical traits and individual freedom

Key issues: freedom – health-based limitations of freedom, the impact of a person's physical traits on their sense of freedom and their right to freedom.

Teaching aids: a film, a large sheet of paper, sheets of paper for each group, markers, post-its, pieces of paper for jumbled word, work sheets with a fish skeleton.

THE OBJECTIVES OF THE CLASSES



- **I KNOW:** A student knows that everyone has the right to freedom. They also understand that this right may be limited or violated. They know that there are conditions that limit human freedom and the factors that help in exercising it.
- **I FEEL:** The student knows what emotions they can feel when the physical traits of the body affect their sense of freedom. They know how a person whose development is limited by such factors may feel.
- **I HELP:** The student is willing to help people whose freedom is limited.

BEFORE THE CLASS

Arrange the classroom for group work. Print attachments and prepare a film screening. Get to know the entire episode of the documentary series "Domino Effect. Sumba" (Season 6) available at www.kulczykfoundation.org.pl Also read the introduction to the classes *Why is it worth discussing this topic* and the *Introduction: geography and the problem*, which discusses the problems caused by malaria on the Indonesian island of Sumba.

LESSON PLAN

Do physical traits affect our freedom?

BRAINSTORMING

Remind your students that in the previous class you talked about freedom. Say that people define it and its scope in different ways, e.g. depending on cultural conditions. Highlight the aspect of responsibility for one's own decisions. Announce that in today's classroom you will start talking about what can support freedom and what can limit it. You will consider how much our physicality, our physical traits can determine our freedom. Ask the students if they can point to such traits. Ask them to write them down on post-its and stick them on the board. Then organise them together, distinguishing groups of similar traits.

Domino Effect. Sumba

FILM, INDIVIDUAL WORK, DISCUSSION, JUMBLED WORDS (OPTIONAL)



Tell your students that you will soon be screening part of an episode of the documentary series "Domino Effect", which shows some of the factors influencing freedom exemplified by the situation on Sumba, one of the islands of Indonesia. Let them write down their observations on post-it notes – one proposal on each note.

After the screening, ask the students what they think about the story shown in the film and what particularly touched them. You can refer to the reactions they showed while watching the report.

Ask them to say what freedom factors they noticed in the film. Let them stick the notes with the factors that hadn't been listed before the screening on the board. The film focuses on physical (dis)ability, health and illness, but students may also notice other factors which are important to them.

Make sure that they have isolated the factors related to physicality, i.e.:

- sickness,
- physical ability,
- age,
- the model of an attractive body promoted in the media,
- height,
- weight,
- body proportions,
- skin colour,
- eye colour,
- hair colour,
- gender.

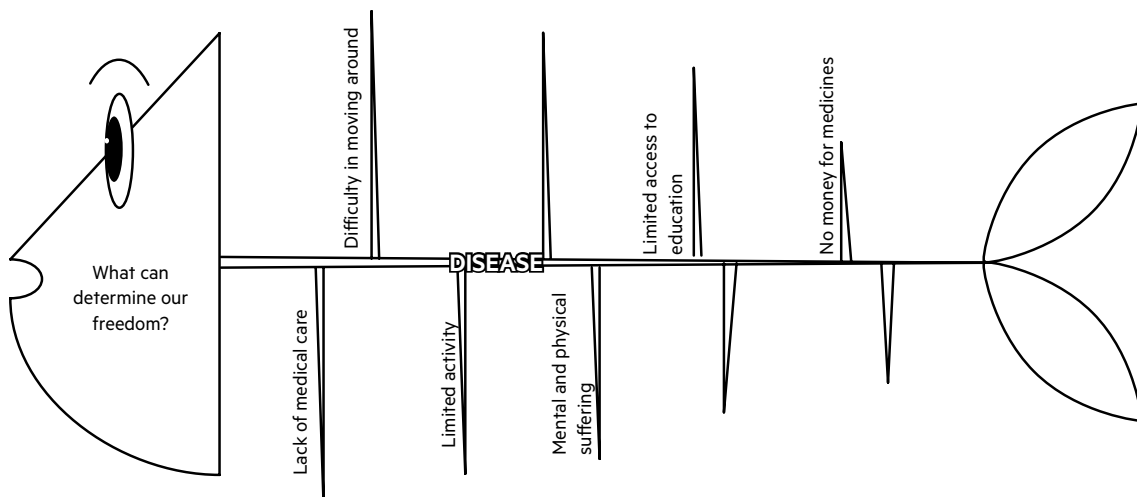
If students show little activity or have difficulty listing the factors that affect freedom, print the enclosed list to make it into jumbled words, and then ask them to choose the factors that affect freedom in the physical sense.

How do physical traits affect our freedom?

WORK IN GROUPS, WORK WITH A DIAGRAM

Divide the students into 4-5-person groups. Let the representative of each group draw one issue from the list of factors you prepared in the previous task. Then draw a skeleton of fish on the board or give the pupils a work sheet with the diagram.

Explain that this method allows you to analyse a problem in many ways. You write the problem down on the fish head in the form of a question, e.g: What can determine our freedom?; on the thick bones – broader categories, e.g. disease; and on the thinner bones – details of the larger issues, e.g. difficulty in moving around (mobility restrictions), inability to take up activities (physical restrictions), no access to medicine (financial restrictions), no medical care, emotional and physical suffering; limited access to education; limited access to the labour market.



A TASK FOR A GROUP OF OLDER CHILDREN

With a group of older students, discuss all the categories of factors together, leaving gender until the very end. After you mention gender, ask if students see any differences in the way that men and women are treated. What do the differences consist in? What do they think of the problem?

*My freedom – what strengthens it and what limits it.
We share our experiences*

| CONVERSATION

Talk to your students about what strengthens and what limits their freedom. The course of the conversation depends on the results of the previous exercise. Its aim is to share experiences connected with the broadening and limiting of freedom. It is important for the class to notice that physical factors affect our freedom. Ask the students to add real-life examples to the factors listed.

We are creating the fan of freedom – Physicality

| INDIVIDUAL WORK, SELF-ANALYSIS

Ask the students to think about the question: To what extent does my physicality allow me to be free, to be myself? Then ask them to paint the leaf of the fan at the correct level. Let them consider the extent to which today's class changed their general sense of freedom, and let them mark that on the appropriate leaf of the fan.

Can we help someone and how can we do so?

| SUMMARY OF THE CLASS

Ask the students whether they see situations in their immediate environment where someone's freedom is restricted because of their physical traits, or whether they know someone who needs support in exercising their right to freedom which is limited because of their physicality. If they are able to provide such examples, ask them what actions they could take to help someone with different limitations ([I HELP](#)).

Ask the students what was important for them in the class and how they have benefited from it ([I KNOW AND I FEEL](#)).



| DEAR PARENTS AND GUARDIANS!

In today's class, we talked about the subject: *Physical traits and individual freedom*

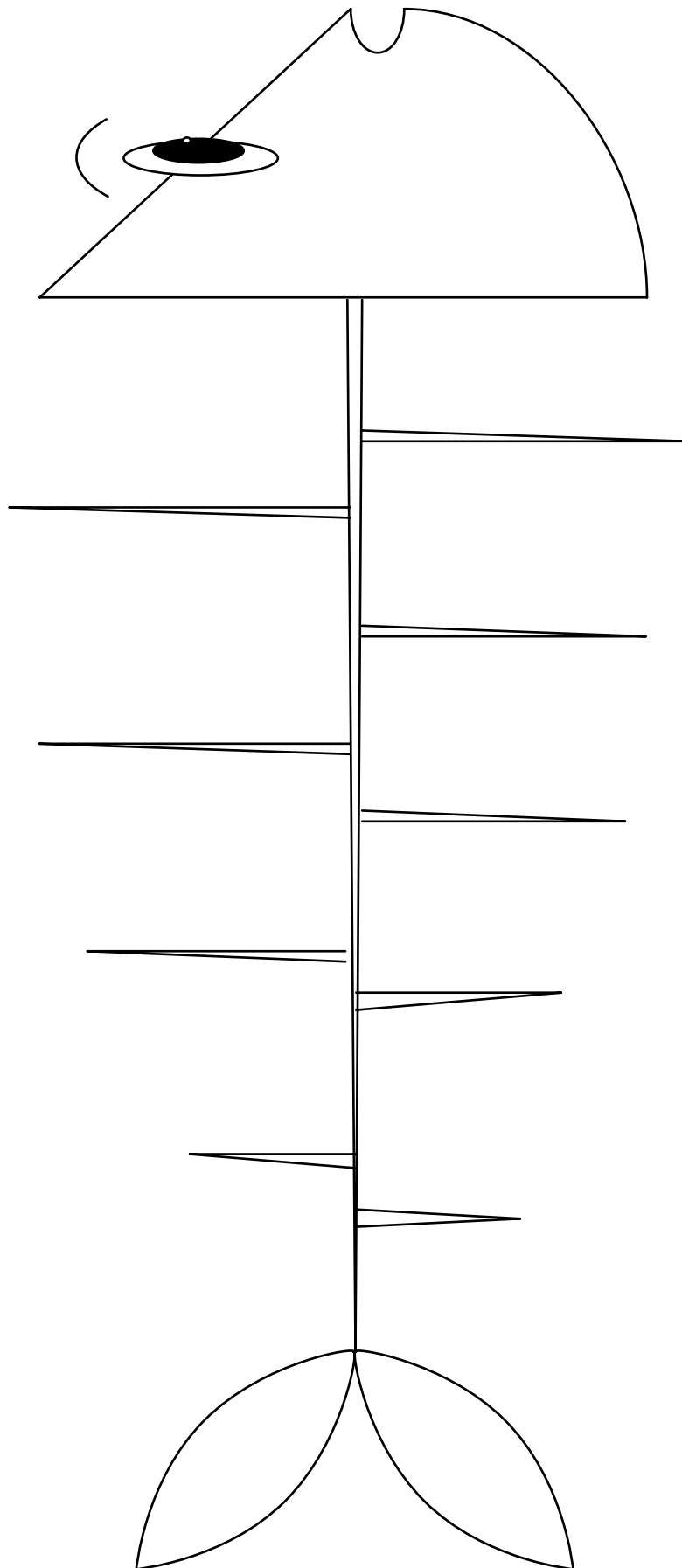
Proposals for activities:

- Pay close attention to the health of your child. They won't always show that they are not feeling well, and sometimes may not even realise that something wrong is happening to them. When something worries you, when you see that your child is not in a good physical and mental shape, react – talk to the child, and if necessary, seek the assistance of a specialist.
- Think about what your child might say if you asked them how their parents treat their bodies and how they take care of their health.
- Plan an activity that you could perform together for the benefit of your health.
- Think about your attitude towards the body. You are your child's role model. They look up to you and follow your example. If you are critical about your body and make your self-esteem and well-being dependent on appearance, then your child can also build their self-esteem on that, focus on striving towards unrealistic perfection, get frustrated or feel inadequate.
- Find a quiet moment to talk to your child about puberty. Prepare in advance and read about what you would like to say. If you feel it's too difficult for your child, suggest that you can always talk to them about it when they feel like it.
- Suggest your child specific books about adolescence so that they can read them in their own time when they need it. These could be, for example:

The Period Book. A Girl's Guide to Growing Up
by Karen Gravelle, Jennifer Gravelle,
published by Bloomsbury USA Childrens

Guy Stuff: The Body Book for Boys
by Cara Natterson,
published by Amer Girl Pub

What can determine our freedom? - fish diagram



Attachment to the task "How do physical traits affect our freedom?"

DISEASE

PHYSICAL ABILITY

AGE

**THE MODEL OF AN ATTRACTIVE BODY
PROMOTED IN THE MEDIA**

HEIGHT

WEIGHT

BODY PROPORTIONS

SKIN COLOUR

EYE COLOUR

HAIR COLOUR

GENDER

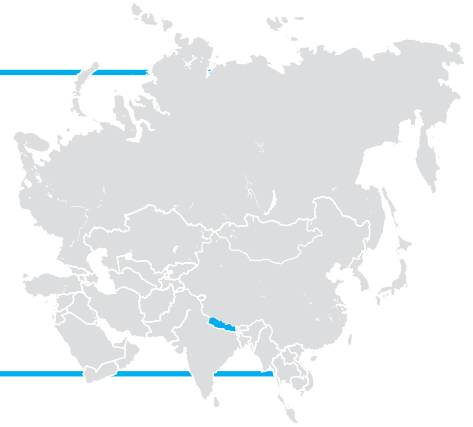
SCENARIO 3

NEPAL

*Independence in thought
and freedom*



NEPAL



INTRODUCTION: GEOGRAPHY AND THE PROBLEM

Nepal – the problem of human trafficking

Nepal is a country located in southern Asia, in the central part of the Himalayas. Its inhabitants are among the poorest in the world. The state social welfare system is not sufficient to provide security and assistance to those most in need. The border between Nepal and India is open, practically uncontrolled and over 1700 km long. The free movement of people and goods was intended to improve trade cooperation between the two countries and thus contribute to the development of the economy. In practice, the border is used by intermediaries involved in human trafficking, which has become a major problem in the country. This is a real threat to girls and women who are taken from Nepal and sold for dangerous work, drug trafficking or organ donation for transplantation. An effective way of combating human trafficking is through a border control system that makes it difficult for traffickers to transport their victims to other countries. One of the organisations that combats human trafficking and runs the border control project is 3 Angels.

3 Angels Nepal – prevention of human trafficking and assisting victims

The founder of 3 Angels Nepal (3 AN) Rajendra Gautam himself was once a victim of human trafficking. He used his experience to create an organisation whose employees are involved in both prevention of human trafficking and rehabilitation of its victims. Rehabilitation consists in supporting victims by providing them with shelter, access to education or assistance in finding work, as well as preventing them from being taken into slavery again.

3 Angels Nepal has set up a system of border checkpoints where the organisation's workers and volunteers try to identify victims of human trafficking. As part of the verification, they conduct short interviews with the persons crossing the border, separately with the potential victim and their escort. Every day, the organisation deals with about 40 to 50 suspicious cases. Representatives of the organisation make sure that people identified as victims of human trafficking do not leave the country and help them return home. In its 20 years of existence, 3 Angels Nepal has already saved thousands of victims of human trafficking.

Project supported by the Kulczyk Foundation

The Kulczyk Foundation has supported the existing checkpoints on the Nepal-India border created by 3 AN, which are the organization's key tool in counteracting human trafficking. The Kulczyk Foundation has also supported 3 AN's activities related to educating the society about the dangers of human trafficking and helping people who have fallen victim of it.

Independent thinking – Why is it worth discussing this topic?

Jean Piaget's research on the theory of cognitive stages of development shows how significant the changes in thinking skills that take place at the age of 11 are. This is the start of the period in which young people become able to make judgements for themselves and draw their own conclusions. They also have the ability to look for the general truth behind the facts, to reflect on their own thoughts, to systematise them and to come up with more and more general theories. At this age, fresh thinking and creativity give young people the courage not only to solve theoretical philosophical and social problems, but also to put their own views into practice. This is the period in which you can help young people develop critical thinking skills. The aim of education is to prepare students for a conscious and responsible life in the adult world, therefore the development of critical thinking skills should be one of the main tasks of education today. It is particularly necessary today in the age of the Internet, which bombards us with unfiltered information and draws us into the cyberworld. Critical thinking is one of the most important skills of the 21st century, as it protects us against the flood of unproven information and manipulation.

Thanks to critical thinking, people are able to independently select the information they receive and make their own judgements. Distinguishing between facts and opinions will not only help one form one's own opinion, but also defend it and resist manipulation. Understanding the intentions behind the source of the information will make it possible to think about the consequences, to question opinions taken for granted, to make one's own assumptions, to form independent judgements based on solid foundations.

These skills are a vaccine for digital inhabitants against accepting what they find on the Internet as received truth, against being deceived by people who are pretending to be someone else, helping them retain their own rational thinking and sober judgement of the situation.

Independence in thought and freedom

Key issues: freedom – independent thinking, the ability to analyse information critically and to make choices.

Materials: film, texts for analysis, infographics "How to recognise fake news" (Attachment).

THE OBJECTIVES OF THE CLASSES



- **I KNOW:** The student knows that they should be critical of information.
- **I FEEL:** The student is aware that a person who has been given false information may make the wrong decision. The consequences of this decision will be borne by that person or by others.
- **I HELP:** The student knows the consequences of making decisions based on false information and is willing to share this knowledge with others.

BEFORE THE CLASS

Arrange the classroom for group work. Print attachments and prepare a film screening. Get to know the entire episode of the documentary series "Domino Effect. Children for Sale" (season 6) available at www.kulczyk-foundation.org.pl. Also read the introduction to the class **Why is it worth discussing this topic** and the **Introduction: geography and the problem**, which describes the problem of human trafficking in Nepal.

LESSON PLAN

What encourages me to buy?

BRAINSTORMING, REFLECTION

Point the students' attention to the fact that these days they have a wide choice of different goods and services, which means that something needs to encourage them to choose a particular offer. Ask them to remember their last purchase and think about what convinced them to get it. Was the purchase in line with their expectations? Have they ever felt cheated?

Ask if anyone would like to share their experience.

Then ask the students to list the factors that guide them when making purchasing choices. Listen carefully to what they say and ask questions. As you write down examples given by the students, make sure that you understand them correctly, that you can paraphrase what they said. If students fail to mention any of the important factors, ask about them. Try to name and group them, making sure the list includes:

- authority (e.g. a liked celebrity showing up in the advertisement),
- information about unusual properties (e.g. weight loss pills),
- special offers (time pressure – special offers last a short amount of time, attractive price – comparison with the initial price),
- increasing prestige (having a given product increases the attractiveness of the owner, e.g. a particular brand of shoes),
- the need to be accepted by the people around us (e.g. wearing a specific outfit so as not to stand out from the group),
- gaining additional benefits (e.g. having a product will make you happy, win you friends, make you more attractive).

Domino Effect. Children for Sale



FILM, CONVERSATION

Announce to your students that you will now watch fragments of the documentary series "Domino Effect. Children for Sale", which addresses such problems as lies and manipulation. Ask the students to remember the situations in which the problems appear as they watch the video.

After the screening, ask the students what they think about the stories presented in the film and what drew their attention in particular. You can refer to the reactions they showed while watching the film. Ask them about situations in which they have noticed manipulation or a lie. Was it hard to recognise them? Why? What could be the consequences if 3 Angels failed to act?

When discussing the screened part of the film, also comment on the experiences of the students. Ask them if and where they might have come across false information. Perhaps they had clicked on advertising banners that promised incredible things (e.g. learning a foreign language in 3 days) or read an article written to mislead the audience. What led them to believe that the information was false. Write down the examples given.

What if I'm wrong? Stereotypes or reality?

WORK IN GROUPS

Create a list of different social groups that can evoke stereotypical associations. Ask the students to write down their associations about the groups they draw, working in teams. You can choose from the list below:

WOMAN, MAN, ITALIAN, GERMAN, ROMANI, ATHLETE, POLICEMAN, SPORTS FAN

NOTE: You know your class best, so you know what topics your students will be interested in and what you can discuss to benefit the group the most.



Ask the willing groups to present their work. After each presentation, ask the rest of the class if anyone thinks otherwise, does not agree with any of the terms given. Encourage students to provide arguments. Ask if the other party's arguments have convinced anyone and what emotions talking about the subject brings up in them. If students do not provide arguments that undermine stereotypes, try to ask guiding questions, e.g. Does every Italian like pizza? Is every woman a mother? Is a chess player also a sports person?

Ask what thoughts they had after this task. Have they noticed similarities and differences between their associations and other people's proposals? Did something change their view of a given group?

Then ask the class to gather in the same groups as before and think of answers to the questions:

- What can make me change my mind about something?
- What is good about being ready to change one's way of thinking and what can be difficult about it?
- Why might someone want to influence my opinion or decision? What are their intentions?
- Why would I want to influence someone's opinion or decision? What's driving me?

Ask one group to present their thoughts and the other groups to complete them if they feel that something else is important. Ask the speakers about the emotions that may be associated with the situations to which the question relates.

Say that there are situations in which we do something or fail to do something because we don't want to oppose an opinion or a group's decision (we are affected) because we are afraid of being ridiculed in the eyes of other people (we submit to other people). Add that being open to different opinions and listening to arguments will allow us to look at an issue from a different angle, to verify our approach and broaden our horizons. This allows us to form our own opinion on a subject and to defend it, which makes us more resistant to manipulation. Tell the students that people who want to manipulate us have an easier task when we accept stereotypes and are not critical of the information we receive. For that reason, in order for our opinion to be truly ours, it is worth thinking critically and trying to form your own opinions on a particular subject.

NOTE! You can also use the task below as a project proposal for the Namibia and Peru scenarios.



How to raise the awareness of a problem?

| WORK IN GROUPS, WORK WITHIN THE PROJECT METHODOLOGY

The traumatic experiences of Kamala, whose story was presented in the film, resulted from her difficult life situation, which forced her to look for a job, but also from her lack of knowledge about the dangers and her inability to assess the truthfulness of information. Kamala wanted other girls to avoid her fate, so she created a radio report, part of which was a street survey in which she asked whether the people of Nepal were aware of the problem of human trafficking. One of Kamala's female interviewees said that if this problem had been discussed on television and radio, it would be more well-known.

Divide the class into 5-6-person groups and ask the students to consider whether they see a problem, a phenomenon that is worth preparing an information campaign about. If a group has a problem providing an example, you can propose one, for example, the subject of deceiving elderly people (special offers on pots & pans, money fraud by people pretending to be a little known grandchild), the problem of hate in the classroom when a person or group of people turns the rest against a "scapegoat".

Ask them to analyse the problem, taking into account the following aspects:

- What manifestations of manipulation do they see in a given phenomenon and what is the purpose of the manipulation?
- Who might be misled by a given piece of information?
- What makes a person prone to manipulation?
- What could the consequences for such a person be?
- What could the consequences for others be?
- What actions could prevent manipulation?
- What arguments could be used to convince those threatened by manipulation not to give in to it?

Ask each group to present their work. Ask the rest of the class if they would like to add anything to the presented analysis. Point the students' attention to the reasons for why we fall victim to manipulation. Talk to your students about being influenced by peer pressure, about how difficult it can be to resist authority, about how sometimes someone can just exploit our ignorance. Ask them what benefits they see in having one's own opinion. Say that reaching one's own opinion about an issue may require a lot of effort, but it is an expression of our freedom.

A TASK FOR OLDER STUDENTS

How to recognise fake news?

| WORK IN GROUPS, CASE STUDY

Ask the students if they have heard about fake news, i.e. untrue information that is published in the media in order to obtain some benefit, for example, financial or political. If anyone can provide an example, talk about it. You can use the support questions:

- What seemed credible in that information and what seemed unbelievable?
- For what purpose could anyone have created such a piece of information?
- What consequences could believing the information have?

Return to working in groups. Give each team the infographic "How to recognise fake news" (Appendix) and ask them to use it to analyse the attached texts and answer the questions asked before.

1. Hi, I'm Mark, the director of Facebook. Hello, everyone, it looks like all the warnings are real. Using Facebook costs money. If you send this link to 18 other people on your list, your icon will turn blue and it will be free for you. If you don't believe me, Facebook will close down tomorrow at 6 p.m. and you will have to pay to access it. It's all legal. The purpose of this message is to inform all of our users that our servers have recently been overloaded. Please help us in solving this problem. We require our active users to share this message with all their contacts in order to verify our active Facebook users. If you don't send this message to all your Facebook contacts, your account will remain inactive and you will lose all your contacts if you don't send this message. Your SmartPhone will be updated within the next 24 days; it has a new look and a new chat colour. Dear Facebook users, we will be updating Facebook between 11 p.m. and 5 a.m. this morning. If you don't publish this message to all your contacts, the update will be cancelled. You cannot communicate with messages on Facebook. You must pay the price if you are not a frequent user. If you have at least 10 contacts, send this text message and the logo will turn red to indicate that you are a user.
2. Learn about a great language learning technique in a month and become a polyglot.
3. Steve earns 15 thousand a day without leaving his house.

Ask one group to present its analysis and the other groups to complete the presentation if something is missing.

Point the students' attention to how important it is to be critical of the information we are bombarded with every day from various sources. A lot of it can lead us to making decisions or taking actions that are bad for us or for other people. Therefore, it is worth looking at the information that reaches us using our critical thinking skills.

We are creating the fan of freedom – Independent thinking

Ask the students to think about the question: How independent do I feel in my thinking? Then ask them to paint the leaf of the fan at the correct level. Let them consider the extent to which today's class changed their general sense of freedom, and let them mark that on the appropriate leaf of the fan.

What benefits do I have from independent thinking?

| SUMMARY OF THE CLASS

Tell the class that our image of the world is created over the years not only based on our observations, but also through other people and the information we receive. Point the students' attention to the fact that we often receive conflicting messages, so it may be difficult to understand what is true and what we should really think about something. Point out that in such a situation, criticism and careful analysis from different perspectives will help them form their own opinions based on reliable data, which in turn will help them form their own opinion on a specific topic based on facts rather than manipulated (false) information (**I KNOW**).

Ask them to recall a situation in which they discovered that they had made a decision based on false information. Given the circumstances, what can they say about the freedom of choice in that situation? What emotions do they feel when they think about it? (**I FEEL**).

Draw their attention to the fact that many people can be manipulated because, for example, they do not have access to an appropriate source of information. Ask them if they've ever heard of money fraud in which the victims are the elderly, such as the "grandchild fraud" method. Ask them to think about whether there is anyone in their environment they can warn against this threat (**I HELP**).



| DEAR PARENTS AND GUARDIANS!

In today's class, we talked about the subject: *Independence in thought and freedom*

Proposals for activities:

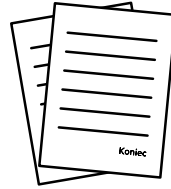
- Have you or someone you know ever fallen victim of manipulation? Tell the story to your child. Draw their attention to the moment when caution was lacking.
- Organise an investigation task you can perform together: tracing manipulation, fake news and lies. Each of you can find examples of manipulation and think together about who the victim might be. You can find a lot of examples of fake news on the internet.
- Find an issue on which you have a different opinion than your child, e.g. the right to decide about your own appearance – outfit, hairstyle, makeup. Listen to each other without judging and find at least two aspects in which you agree with each other. This exercise helps to open oneself up to a different way of thinking without giving up one's own opinion.
- Parents are role models for their children, even if teenagers deny it. They look up to us and maybe not immediately, but after some time they imitate the customs they have learned at home. Therefore, modelling is a key educational tool. Try, together with the whole family, to put away your phones and plan an interesting way to spend time together – this will increase the chances of an effective digital detox. Agree with your child on the rules for using the mobile phone that apply to all members of your family. Diving into the digital world cuts people off from real life and social relations. Try to create situations at home in which you pay attention to one another and do not escape to the digital world. Nothing can replace a child's personal contact with another person.

How to recognise fake news?



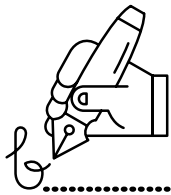
| CHECK THE SOURCE OF INFORMATION

Take a look at the website – its other content and contact details.



| READ ALL THE TEXT

The headlines are meant to attract attention, to intrigue. Read the entire text before sending it on.



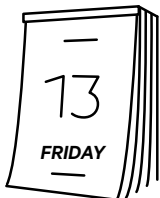
| CHECK WHO THE AUTHOR IS

Is the article signed? If so, check if such a person exists and what other texts they have written.



| CHECK ADDITIONAL SOURCES

Check whether the sources quoted in the text actually refer to the given information and whether they are reliable..



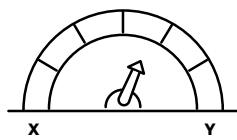
| CHECK THE DATE OF PUBLICATION

Old information may be out of date or disproved.



| CONSIDER WHETHER OR NOT IT'S A JOKE

If the information seems strange and unbelievable, check the web page and the author.



| WATCH OUT FOR BIAS

Consider whether your own beliefs influence the perception and evaluation of information.



| ASK EXPERTS

Learn more to avoid misleading others. Clarify your doubts with an expert.

How to recognise fake news?

1. Hi, I'm Mark, the director of Facebook. Hello, everyone, it looks like all the warnings are real. Using Facebook costs money. If you send this link to 18 other people on your list, your icon will turn blue and it will be free for you. If you don't believe me, Facebook will close down tomorrow at 6 p.m. and you will have to pay to access it. It's all legal. The purpose of this message is to inform all of our users that our servers have recently been overloaded. Please help us in solving this problem. We require our active users to share this message with all their contacts in order to verify our active Facebook users. If you don't send this message to all your Facebook contacts, your account will remain inactive and you will lose all your contacts if you don't send this message. Your SmartPhone will be updated within the next 24 days; it has a new look and a new chat colour. Dear Facebook users, we will be updating Facebook between 11 p.m. and 5 a.m. this morning. If you don't publish this message to all your contacts, the update will be cancelled. You cannot communicate with messages on Facebook. You must pay the price if you are not a frequent user. If you have at least 10 contacts, send this text message and the logo will turn red to indicate that you are a user.
2. Learn about a great language learning technique in a month and become a polyglot.
3. Leszek earns 15 thousand a day without leaving his house.

SCENARIO 4

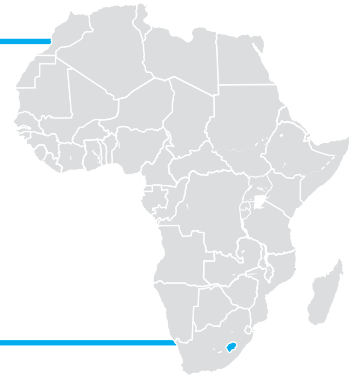
LESOTHO



*Freedom to pursue
your dreams and goals*



LESOTHO



INTRODUCTION: GEOGRAPHY AND THE PROBLEM

Lesotho – orphaned children

Lesotho is a country in southern Africa. It is the only country in the world located entirely at an altitude of more than 1000 meters above sea level, that's why it's often called the kingdom in the sky.

The country is a tiny enclave, inhabited by less than 2 million people. Due to its location at such a high altitude above sea level, in winter you can see snow there, even though it is in Africa. The majority of the population, over $\frac{3}{4}$ of the employed, lives off agriculture and the country is heavily dependent on its neighbour – South Africa.

A huge problem in Lesotho is HIV/AIDS – one in four people in Lesotho are infected with the virus. As a result, almost every family in Lesotho is affected by the HIV and AIDS epidemic. The average life expectancy here is one of the lowest in the world – only 53 years.

The scale of the disease and high unemployment force people to emigrate, which means that almost every fifth child is an orphan. Many of them are deprived of any care because more than half of the population of Lesotho lives below the poverty line, and this makes people reluctant to take care of other people's children.

SOS Children's Villages – orphanages and support for families

SOS Children's Villages is a [federation of associations](#) established in 1949 in 135 countries to help children. The federation takes care of children who have lost their homes and families, as well as those who suffer from various forms of social exclusion, including extreme poverty. There are two SOS Children's Villages in Lesotho: in Quthing and in Maseru. Both institutions are homes and schools for orphaned and abandoned children as well as children from families who cannot afford education.

SOS Children's Villages of Lesotho also help families looking after orphaned children or those at risk of abandonment through the Family Strengthening Programme. One of the available forms of aid is loans, which make it possible to create a small business of one's own. The organisation arranges regular motivational meetings during which the programme participants share their experiences with those who are just starting their business. Thanks to the exchange of experience, newly established companies have the chance to become more and more effective.

Project supported by the Kulczyk Foundation

The Kulczyk Foundation has supported a fund under which SOS Children's Villages of Lesotho help families looking after orphaned children or those at risk of abandonment. The support of the Kulczyk Foundation has enabled SOS Children's Villages in Lesotho to participate in a wide range of business workshops, so that they can prepare for starting their own business (e.g. livestock breeding) and become financially independent.

The right to dream – Why is it worth discussing this topic?

Is it worth dreaming? "If you can dream it, you can do it" – Walt Disney. Dreams give people strength and a sense of power, help them find their niche, are the building blocks of self-esteem and identity. Being a teenager means being full of enthusiasm, emotional commitment and intensity of thought and action, which on the one hand gives great energy to fulfil one's dreams, and on the other hand makes potential disappointments particularly painful.

The Swedish teenager Greta Thunberg, who protests against climate change in front of the the Swedish Parliament, is a positive example of a person making her dream come true. She is fulfilling her dream of stopping climate change by infecting people around the world with a conscious, ecological lifestyle for the good of the planet.

What can we, as adults, do to help young people dream? We can make their dreams come true without clipping their wings – we can give the young dreamers more self-confidence, support them and at the same time help them perceive their capabilities realistically.

Psychotherapists often see teenagers with low self-esteem, without dreams, because they were not supported by the adults who were important to them. There was no one to say: "try, don't give up, I'm with you." However, there are also those who break down because their dreams do not come true, because paradoxically everyone believed in them and said that they were the best, that they would succeed, but their lives turned out different, they did not manage to achieve what they had dreamed of. That's not how it was supposed to be! I didn't go through the casting, I didn't win the contest, I haven't been accepted to my dream school. It is difficult for them to get over such a disappointment because their whole life plan was based on it.

If you connect support for making one's dreams come true with acceptance and at the same time improving logical thinking skills which allows people to understand and predict the effects of one's own actions, dreams will be one of the ways for a young person to develop, and not the only thing around which one's life revolves and on which one's self-esteem depends.

It's good for teenagers to dream about different things, give themselves a chance in different fields, to set themselves different goals, look for role models, develop and learn that it's worth dreaming and taking actions, but sometimes things may not work out, yet it's not a failure but the next step to new dreams. It is worth being brave enough to dream and to reach for one's goals, armed with resilience, that is, our resources, which make up the ability to overcome adversity and adapt flexibly to difficult living conditions. These resources are like rivers that supply fresh water to the dream lake. The more of such resources exist, the more chances a young person has to dream and fulfil their dreams because even if one tributary is cut off, the other tributaries will supply water to the lake.

In order to find out who they are, teenagers must fill themselves with good thoughts about themselves, successes, positive experiences and situations that build in them a sense of strength and power and give confidence in themselves, energy to act. The process can be different both when their dreams prove to be unrealistic and when they have dreams that give them a sense of freedom, fulfilment and joy of their actions.

Curiosity about the world which teenagers show and questioning norms and principles which is typical at this age with the accepting but attentive support of the adults who are important to them can help them make their dreams and desires come true, and discover who they really are, what gives them joy and in what direction they want to go. Well, then, let them dream!

Freedom to pursue your dreams and goals

Key issues: freedom – dreams, goals, freedom to pursue dreams and goals.

Teaching aids: film, work sheet "Dreams that set our goals", sticky notes.

| THE OBJECTIVES OF THE CLASSES

- **I KNOW:** The student knows that freedom can be expressed in the freedom to pursue one's own dreams and goals.
- **I FEEL:** The student is aware of how people may feel when they are unable to fulfil their dreams.
- **I HELP:** The student expresses the readiness to support others in achieving their dreams and goals.

| BEFORE THE CLASS

Arrange the classroom for group work. Print attachments and prepare a film screening. Get to know the entire episode of the documentary series "Domino Effect. The Kingdom in the Sky" (Season 6) available at www.kulczyk-foundation.org.pl Also read the introduction to the class **Why is it worth discussing this topic** and the **Introduction: geography and the problem**, which describes the problem of abandoned and orphaned children in Lesotho and the SOS Children's Villages which look after them and give them a chance to make their dreams come true.

One week before the class, ask the students to set their own goals for the next seven days.

LESSON PLAN

What are our goals?

| INDIVIDUAL WORK, BRAINSTORMING

Ask the students to remember and write down the goals they set for themselves last week on pieces of paper. This could be, for example, mastering difficult material for a class, collecting enough money to buy something, or creating a work of art. Then let them mark the goals they have achieved. Ask them to consider whether these goals bring them closer to achieving some overarching goal. What is that goal?

Ask if anyone would like to talk about a goal they have written down or share their thoughts on this exercise.

Draw the students' attention to the fact that some objectives are ad hoc and easy to define and achieve, and some can be far-reaching and require a lot of effort and planning.

Ask what may affect the achievement of our goals. Write down the answers and try to group them by subject. You can use the categories: internal factors (e.g. health, abilities, difficulties in doing something) and external factors (e.g. material status, access to education and health care). Mark what helps people achieve their goals and the factors that make it more difficult to achieve them.

Domino Effect. The Kingdom in the Sky



| FILM, CONVERSATION

Tell your students that today they will watch an episode of the documentary series "Domino Effect. The Kingdom in the Sky" which tells the stories of orphaned children living on the streets of Lesotho, deprived of their basic means of subsistence.

Ask the students about their thoughts after the film. Have they found any other factors that could affect the achievement of one's goals? If they point out such factors, add them to the list.

Draw the students' attention to the fact that planning the future and achieving other goals is often possible after one's basic needs are satisfied. Note that the people presented in the report initially focused on survival, but when they found themselves at home under the care of adults, they started to do things that give them pleasure, e.g. singing in a choir. If doing something makes us happy, it makes us satisfied and increases our motivation to act. This allows us to put a lot of effort into achieving the goals we set ourselves. It's a way to make one's dreams come true.

Dreams that set our goals

| INDIVIDUAL WORK

Ask each student to think about their dream. Hand out the "Dreams that set our goals" work cards and ask them to answer the questions:

1. What goals do you have to set for yourself in order to fulfil your dreams?
2. What can help you achieve these goals?
3. What hinders you in achieving your goals?
4. How can you overcome obstacles in your way to making your dream come true?

Ask them about their thoughts after the exercise. Ask them to think about how their analysis has influenced their thinking about their dreams and how they can make them come true. How can making a dream come true affect them? Do they think that all dreams should come true? What could some benefits from dreams that we don't pursue be?

You can suggest that students use the SMART method in this exercise, which is a way of formulating goals that increases their chances of achieving them. SMART is an acronym that describes five characteristics that a well formulated goal should meet:

- Specific
- Measurable
- Achievable
- Relevant
- Time-bound

Discuss each element of this method with them, or encourage them to seek a more detailed description on the internet.

Dreams change the world

| REFLECTION, COVNVERSATION

Quote an excerpt from the biography of Marie Curie written by her daughter Ève Curie to the students: "How to get a university degree in a city where the university doesn't accept women! (...) So, Broncia and Mania spend hours talking, trying to come up with a realistic plan to achieve their goals. (...) [She only desires one thing: to go to Paris, to satisfy there, at the very source, in the Sorbonne, that hunger for knowledge."

Say that this desire to fulfil a dream made Marie Curie change the world. Ask them to write down how their dreams can affect their immediate and slightly more distant environment on post-it notes. Draw the Earth on the board and ask everyone to stick their notes there. Talk to the students about how they feel and think about how they can change the world with their dreams.

We are creating the fan of freedom – Dreams

Ask the students to think about the question: To what extent do I feel free to pursue my dreams and goals? Then ask them to paint the leaf of the fan at the correct level. Let them consider the extent to which today's class changed their general sense of freedom, and let them mark that on the appropriate leaf of the fan.

The right to make one's dreams come true

| SUMMARY OF THE CLASS

Talk to your students about the fact that everyone has the right to their own dreams and the right to make them come true. Dreams can sometimes be goals in our lives, giving us the motivation to achieve them. Remember that meeting one's basic needs is a prerequisite for achieving more complex dreams and goals. The lack of resources to develop one's potential limits the freedom to come up with and to make one's dreams and goals come true (**I KNOW** and **I FEEL**).

Tell your students that it is worth supporting others in achieving their goals and dreams (**I HELP**).



| DEAR PARENTS AND GUARDIANS!

The topic of today's class was: *Freedom to pursue your dreams and goals*

Proposals for activities:

- Consider whether you know what your child dreams of. Talk to them about it.
- Think about how well you know your child. Do you know what your child's resources (skills, strengths) are? How can you use them to develop the child's potential?
- Say good things about your child. Appreciate it when they are trying hard. If you say something good, don't add "but...", because that will cancel out the previous part of the statement. The way we capture information is that we remember being criticised more than being praised. If we want to help our children grow, let's provide them with support, notice their efforts, say good things to show we appreciate it, so that we build their will to act. Criticism weakens and demotivates people. Of course, we can talk about what needs to be improved. Sometimes when we support children and improve their self-esteem, they will come up with an idea about how to increase the effectiveness of their actions. If they discover that on their own, it means that the motivation is internal. This shapes independence and responsibility.
- Think about whether there is anything you can do to support your child on the way to making their dreams come true. Talk to them about it, maybe they've got their own ideas about how to achieve it.
- Tell the child about your dreams. About one you made come true and how you did it.
- Also tell them about a dream you didn't manage to make come true. Consider what could have helped you achieve that goal.
- Think about the dreams of each of your family members. Write them down and then check if you know what your loved ones dream of. Talk about it.

Dreams that set our goals

<p>What goals do you have to set for yourself in order to fulfil your dreams?</p>	
<p>What can help you achieve these goals?</p>	
<p>What stops you from achieving your goals?</p>	
<p>How can you overcome obstacles in your way to making your dream come true?</p>	

SCENARIO 5

VENEZUELA COLOMBIA

*Independence
in decision-making*





VENEZUELA COLOMBIA

INTRODUCTION: GEOGRAPHY AND THE PROBLEM

Venezuela and Colombia – humanitarian crisis

Venezuela is a country located in the northern part of South America, on the Caribbean Sea and the Atlantic Ocean. Venezuela's economy was based on revenue from oil trade, which ensured its well-being until the dictatorship of president Nicolás Maduro which began in 2013. In 2018 it led the country to an economic disaster and a humanitarian crisis. Approximately 90% of people found themselves on the verge of extreme poverty, the so-called minimum subsistence level, which describes the level of meeting human needs, below which life is threatened. There was a shortage of food in stores. Part of the schools and hospitals closed down. Such a deep humanitarian crisis may, in combination with a political conflict, turn into a civil war.

As a result of the crisis, many Venezuelans have started emigrating from their country. Most of them left Venezuela, crossing the border with Colombia. Since 2018, the Venezuelan-Colombian border region has seen the largest migration flows in Latin America. In the course of a year, more than one million migrants from Venezuela arrived in Colombia. The Simón Bolívar bridge located at the border was dubbed 'the bridge of desperation' by the media. It has become a symbol of the refugee crisis. In January 2019, when the "Domino Effect" episode was being shot, tens of thousands of Venezuelans were crossing the bridge every day.

Cúcuta located in Colombia is the city through which the highest number of Venezuelan refugees travel. For most people, it is a stopover on their way, and for some, it is a way of trying to make a life for themselves.

Many Venezuelan refugees are headed for the capital of Colombia, Bogotá. In order to get there, they have to cover a distance of over 500 km. Some people go even further, to Ecuador, Peru and even Chile. Most people, including many small children, walk on foot because they cannot afford any transport. Part of the road leads through high mountains, and the refugees are not prepared for the conditions there, which puts their lives and health at risk.

Comparte por una vida – aid for Venezuelan children

The Venezuelan NGO Comparte por una vida (CPUV) runs programmes to feed children in schools and hospitals. One of the institutions involved in the CPUV feeding project is the school La Frontera in Colombia, where more than 500 Venezuelan children are educated. Those most in need receive support from the organisation – 100 children are fed lunches at school. As their parents cannot afford to provide them with an adequate amount of food, this constitutes the basic, and often the only, meal of the day for them.

Project supported by the Kulczyk Foundation

The Kulczyk Foundation has provided Comparte por una vida with funds for the children's nutrition programs run by the organisation in schools in Venezuela and Colombia. As a result, the Venezuelan children who study in these facilities receive warm meals and healthy food.

Making independent decisions – Why is it worth discussing this topic?

Who among us hasn't dreamed of winning the lottery? How would this affect our decisions and consequently how would it change our lives? Most of us have a specific income, which on the one hand teaches us how to plan expenditure, but on the other hand limits our ability to choose what we want to do.

Economic independence gives people more freedom to base their choices on what they really want and helps them make decisions in difficult situations. Therefore, it is worth striving to achieve it in order to be able to pursue what is important for us in life, our dreams and goals that give meaning to our lives.

The examples of two people, Muhammad Yanus and Victor Frankl, can help make people aware of the importance of this issue. The first one, through his bank for the poor, gave them chance for a new life; he provided a kind of returnable pocket money for specific purposes; the second one, after surviving a death camp, looked for a sense that gives people a chance to survive even the most difficult experiences – he answered the question why live, and not how to live, which helped people define the sense and direction of the further consciously chosen path. In 2006, the Nobel Committee, in its justification for awarding the Nobel Peace Prize to Muhammad Yanus of Bangladesh and his organisation Grameen Bank, wrote that: "lasting peace can not be achieved unless large population groups find ways in which to break out of poverty". The professor of economics from Bangladesh, known as the "banker for the poor", lent money basically only to women for very specific purposes, e.g. to buy household equipment. The idea was born when in 1976, together with a group of his students, he found himself in the village of Jobra, where women produced bamboo stools. They earned 2 cents a day and could not afford to buy material for 20 cents. It was beyond their financial reach. So they collected the material from the future buyer. He listened to their story and decided to help them become more self-reliant in running this micro-business. He granted them a loan. The experiment was successful and transformed into a huge Nobel Prize winning initiative. However, research conducted over the many years in which his bank has existed shows that not all borrowers are able to cope with the independence and freedom gained through the borrowed money. They had the means, but they could not define and clearly set their goal, they got into debt. At the same time, others knew how to take advantage of this opportunity and created conditions for themselves to live a dignified life. You can compare them to people who have won the lottery. Many of them ended up with depression, in debt and with addictions after the sudden influx of money, while others have used their resources well, now lead a peaceful life or engage in social initiatives for others.

Victor Frankl, an Austrian psychiatrist and psychotherapist, was a prisoner of concentration camps during the war. This experience led him to wonder what gives some people the will to live but takes it away from others. He observed that those who had the greatest chances of surviving the death camps were those who had a job to do after coming back, whether it was raising a child, a job they liked and felt passionate about or giving testimonies about what they had gone through. Frankl wrote that if we are able to find a goal, it will not only be easier for us to tolerate suffering, but it will also become a challenge. The basis of his logotherapy ("logos" means "meaning") is to realise the meaning of life. The three ways that can lead to discovering its meaning are creative work or action, contact with another person, and above all, a sense of love given and received, and the taming of suffering through the building of resilience, which is an important ability to cope with a crisis and to recover from difficult events.

Having both sufficient economic resources and a clearly defined purpose and sense of life is the key to the freedom of choice, self-awareness and self-expression. To build the statue of liberty and responsibility in one. Showing young people this perspective can strengthen their self-determination, self-awareness and their ability to make good independent life choices.

Making independent decisions

Key issues: freedom – a wider range of choices connected with economic independence, the ability to make decisions without economic pressure, our resources, achieving goals.

Teaching aids: film, work cards – "Family budget", "Maria's decisions", "My decisions", "My resources".



THE OBJECTIVES OF THE CLASSES

- **I KNOW:** Students know that financial independence gives them a chance for greater freedom in making life decisions and more opportunities to achieve their goals, so it is worth using our potential to achieve such freedom.
- **I FEEL:** The student is able to say how a person whose freedom of decision is limited because of their financial situation may feel.
- **I HELP:** The student is aware that people from their family have specific financial resources and tries to talk to them about their needs within the context of their available budgets.

BEFORE THE CLASS

Arrange the classroom for group work. Print attachments and prepare a film screening. Get to know the entire episode of the documentary series "Domino Effect. For our Children" (season 6) available at www.kulczyk-foundation.org.pl. Also read the introduction to the class **Why is it worth discussing this topic** and the **Introduction: geography and the problem**, which describes the mass exodus of the Venezuelan people to the neighbouring Colombia as a result of the humanitarian crisis.

Ask the students to bring the analysis of the goals and dreams from the class on Lesotho to the class.

LESSON PLAN

Will financial independence help me make my dreams come true?

INDIVIDUAL WORK, CONVERSATION

Ask the students to mark those goals and dreams in their analysis that require money and other resources, i.e. traits, qualities, skills. Give them the "My Resources" work cards and let them write down the resources needed to achieve their goals.

Ask the students what thoughts come to their minds after this exercise, whether money is the goal or the means to achieving the goals. Say that when something is important to us and we try to achieve it, it is worth considering what we have, can do or know that will bring us closer to the goal. Emphasise how important it is that we learn and develop our potential to help us achieve financial independence that makes it easier for us to make choices in agreement with ourselves.

Domino Effect. For our Children



| FILM, BRAINSTORMING, GROUP WORK, INDIVIDUAL WORK

Tell your students that in a moment you will watch part of the documentary series "Domino Effect. For our Children" which shows the story of a woman, Maria, one of the victims of the crisis in Venezuela.

After the screening, tell the students that Maria had to make some decisions about herself and her family, and there are many more decisions to be made. Ask them to think about what those decisions were. Write down the answers given by the students.

Then divide the class into 4-5-person groups, give them the "Maria's Decisions" work cards and ask each group to choose one of Maria's decisions and answer the following questions:

- What influenced her decision (the past)?
- What can influence her decision (the future)?
- Was Maria's decision what she wanted it to be, or would she have preferred it to have been different (the past)?
- What might help in making Maria's decision what she wants it to be (the future)?

Ask two groups to present their answers – one for the past and one for the future. Let others add issues which they think are important.

Ask the students what their thoughts are. Is it easy to make your own decision in agreement with yourself? What makes a decision seem to be what one really wants? What factors do they see that limit the freedom of choice? What, in turn, could improve the freedom of decision? Write down the answers and make sure that they include: our dreams and goals as well as financial issues.

You can continue with this task. Tell your students that each of us makes different decisions every day. We make many choices: what to eat for breakfast, which top to buy, where to study, live and who to spend our time with. Give them the "My decisions" work cards to complete. Ask everyone to make a list of three decisions they have made recently and three they will have to make. Then let them consider what influenced the decisions they had already made and what factors they see that may influence their future decisions. Let them think about whether they felt they had the freedom to make these decisions. What could help in making future decisions be in line with their beliefs?

Say that before the crisis, due to her skills, Maria had the means to support her family. This allowed her to choose a job, a place to live and a school for her children. When she lost everything, her own and her family's freedom was severely restricted. She no longer had a choice of where to live and work, but she used her skills to regain her financial independence.

Ask the students how they understand the concept of financial independence in this context. Ask them to consider examples of situations where financial independence allows for making choices or broadens the spectrum of possibilities.

Our finances

| GROUP WORK

Divide the class into 4-5-person groups and give each group a "Family Budget" work card. Tell them that the second column reflects the expenses when the family had a high budget. Ask them to prepare a third column for the budget after the family's income falls significantly. How would they plan their expenses? Let them indicate what must stay, what can be limited, what needs to be given up.

Talk about why they planned their budget in this way.

Tell the students that people's financial situations are often very different. For some, buying shoes is a trifle, while for others, it is a serious item in the budget. Some people get pocket money and can go to the cinema at any time, others can't afford the expense. So it is worth asking oneself the question, even if planning any activity with friends, whether everyone can afford it. One should also be aware that each of us can experience something that will change our financial situation for worse and suddenly what was once easily available to us will be beyond our reach. That can be the loss of a source of income (e.g. by the parent), an economic crisis which makes money lose its buying power, or there is nothing one could buy for it (you can recall the crisis that took place in Poland in the 80s – ration cards and empty shelves), or something becomes a lot more expensive, so we cannot afford it. Ask the students if anyone has ever been in a situation where they went abroad and found that something extremely cheap in Poland costs several times as much there. Did they give up on buying it? How did they feel in that situation?

We are creating the fan of freedom – Financial Independence

Ask the students to think about the question: How financially independent do I feel? Then ask them to paint the leaf of the fan at the correct level. Let them consider the extent to which today's lesson has changed their general sense of freedom, and let them mark it on the appropriate leaf of the fan.

What are the benefits of financial independence?

| SUMMARY OF THE CLASS

Emphasise that financial independence is one of the cornerstones of the sense of security (**I KNOW**).

Ask the students how Maria and her daughter might feel in the new reality in which not just a house, but even food was beyond their financial reach. In which they had to take up any available job to earn a living (**I FEEL**).

Point the students' attention to the fact that sometimes we have no influence on the situation we find ourselves in. Sometimes external circumstances, as was the case in Venezuela, leave people with no choice. It is therefore important not to judge and try to understand someone's situation. Remember how important other people's kindness was for Maria and her daughter (**I HELP**).



| DEAR PARENTS AND GUARDIANS!

The topic of today's class was: *Independence in decision-making*

Proposals for activities:

- Talk to your child about what pocket money is to them, and if your child does not get pocket money, what it could be, what it is used for, and why it is worth saving.
- Calmly talk to the teenager about money. Ask them what they need, ask them to think about the hierarchy of these needs and, taking it into account, plan their spending. This teaches the child to plan their expenses in a rational way and to identify their needs.
- Offer your child a budget to teach them how to plan and manage their savings.
- Ask your child if they want to talk about your family budget. Perhaps this is a good moment to discuss with them which of their needs you can or cannot afford and why.
- Tell your child about the first money you earned yourself, what you spent it on and how you found your first job.

My resources

Goal	My resources that can help me get the resources to reach my goal

Maria's decisions

Maria's decision/choice – the past	What affected it?	Was Maria's decision what she wanted it to be, or would she have preferred it to have been different?
Decision/choice – the future	What can affect it?	What might help in making Maria's decision what she wants it to be?

My decisions

Decision/choice – the past	What affected it?	Is this the decision I wanted, or would I have preferred it to have been different?
Decision/choice – the future	What can affect it?	What can help make this decision what I want it to be?

Family budget

Budget items for a 4-person family	Monthly budget (PLN)	Monthly budget after the loss of one parent's income
Available money	8000	
Food	1500	
Cleaning products, cosmetics	200	
Rent	650	
Clothes	400	
Utilities, electricity, gas	300	
Car maintenance costs (fuel, fees, repairs)	700	
Phones (4 – one for each family member)	140	
Mortgage	1700	
Cable TV	40	
School – textbooks, notebooks, school supplies, class trips, lunches	350	
Additional activities e.g. swimming pool, piano, horseback riding	400	
Pocket money for the children	200	
Internet	50	
Entertainment, cinema, books, theatre, food in the city, weekend trips, holidays	650	
Private health care	500	
Total expenses	7780	
Money left	220	

SCENARIO 6

KENYA

The freedom of expression



KENYA



INTRODUCTION: GEOGRAPHY AND THE PROBLEM

Kenya – children from the slums of Kibera

Kenya is a country located in East Africa on the Indian Ocean. The capital and the largest city in Kenya is Nairobi, inhabited by over 4 million people. In Nairobi, rich neighbourhoods stand adjacent to poor ones, such as Kibera, which many consider to be one of the largest slums in the world (170,000 inhabitants according to data from 2009).

It has a very high unemployment rate. Its inhabitants suffer from hunger, poor sanitation and a lack of medical care. Unfortunately, access to education is also a problem, for in Kenya it costs money and not all parents can afford to send their children to school. Kibera is extremely dangerous for children, who encounter crime and violence there every day. Children from the slums have practically no chance of getting out of poverty without help from outside. That is why it is so important to support them in building their self-esteem so that they can start thinking that it is possible to live outside the slums.

Project Elimu organisation – dance as a source of hope

Project Elimu is a local organisation founded in 2017 to give children from the slums of Nairobi a chance to get in touch with art and thus escape from life in poverty. For many of them dancing has become a passion, allowing them to express their emotions and awakening hope for a better future in them.

The organisation not only puts pressure on the preparation for school exams, but also cares about the development of the child's personality and creativity. It was founded by Mike Wamaya, a Kenyan dancer and ballet teacher who, as a child, was forced to leave school to work and support himself. In 2017, he was one of the top 10 teachers nominated for the Global Teacher Prize. Children taking part in the project led by Mike learn a dance which combines elements of ballet with traditional African steps, European classical music with the sounds of East African drums. Such a form is intended to show respect for cultural diversity, while at the same time expressing the strength and bond of the local community. In 2018, the children performed twice for the local community. The shows were attended by 189 girls and 35 boys aged 5-14. Parents were also involved in the organisation of these events, helping to prepare the venue for the performance and the costumes for the young dancers. Participation in the programme had a very positive impact on the children. Their self-esteem increased and they became more responsible and organised, which translates into better results at school.

Project supported by the Kulczyk Foundation

The Kulczyk Foundation supported Project Elimu by producing a ballet performance in the slums of Nairobi – Voices of Kibra: "When I am dancing, I am free". It also funded one-year educational scholarships for 120 children participating in the show, provided financial support for two families from Kibera and helped to develop the artistic activities programme offered by the organisation. This allowed Project Elimu to start teaching contemporary dance, tap dancing and movement theatre. The number of teachers in Project Elimu has increased to eight, thus enabling the students to develop even more effectively. The Foundation also supported Project Elimu's activities aimed at the Masai community, providing educational scholarships for three children who could then join Project Elimu and become role models for other Masai children, encouraging them to continue their education.

The freedom of expression – Why is it worth discussing this topic?

Self-expression is the way in which young people distinguish themselves from others. Observing how they dress, what they do, what colour their hair is, what music they like to listen to, you can learn a lot about what makes them tick. Children are looking for their own identities. They experiment in order to please the group, they try to be similar to their leaders, sometimes they choose the style of an outsider, one standing out and away from a group, and sometimes they pose to be the grey mouse, invisible, but saying: look at me and I will show you who I am. Puberty changes the way children function – from impulsive behaviour to more and more control over their own emotions and drives. Before it peaks, defiance is a sign of searching for the self. Young people rebel and experiment in many different ways. Sometimes it's through destruction, sometimes through bringing to life a new, creative reality. It is an attempt to implement their own solutions and ideas for life. Identity is created through these actions. Young people search for the answer to the question of who and what they are in the personal, social, cultural and historical sphere. This way, by discovering their own identities, they want to define themselves as a unique individual, a participant in social life and a representative of a particular culture. They experiment first and ask questions later. They arrive at what suits them and what does not, considering their actions later, but this is integral to learning personal freedom by experiencing the consequences of their actions in person. This creates the opportunity to make a conscious decision about what they want for themselves in the future.

Self-expression is also demonstrated in their interests and passions. At this age, it is worth supporting young people in their search for a space in which they can fulfil themselves. The things that children do well increase their self-esteem. Real achievements are an invaluable source of self-confidence. Enthusiasm and creativity are essential for good self-esteem, health, rest and proper brain development. That's where neuroscience comes into play. Endorphins, the hormones of happiness, are released when young people find a space in which they feel free, creative and fulfilled. Enthusiasm is natural nourishment for the brain. Pleasant activities trigger a group of nerve cells in the midbrain which secrete such chemicals as adrenaline, noradrenaline and dopamine. They influence emotions, but also the process of effective learning and remembering. This may come as a surprise to adults who tell young people not to play but to learn. Neuroscience is on the side of the teenagers. Every healthy, pleasant situation in which a child joyfully engages, causing the brain to produce hormones of happiness, makes the process of learning more efficient.

Punishing a young person for poor academic performance by forbidding them from going out and playing basketball, cycling, going dancing in a club or to the theatre, is counterproductive. Charging the batteries so you can study is like filling up your car with petrol for a long journey. Just remember – pack a map, tell your child about traffic signs and help them create an internal compass. It'll make their journey safe.

The freedom of expression

Key issues: freedom – the ability to express oneself in a way that suits us, self-expression as an individual way of influencing the world.

Teaching aids: film, sheets of paper for each group, work sheet "Me and my self-expression".

THE OBJECTIVES OF THE CLASSES



- **I KNOW:** The student knows that every human being has the right to self-expression.
- **I FEEL:** The student understands that self-expression is important and what emotions limited self-expression can evoke.
- **I HELP:** The student accepts different ways of expressing oneself and does not judge others.

BEFORE THE CLASS

Arrange the classroom for group work. Prepare a film screening. Get to know the entire episode of the documentary series "Domino Effect. The Voices of Kibera" (Season 6) available at www.kulczykfoundation.org.pl Also read the introduction to the class **Why is it worth discussing this topic** and the **Introduction: geography and the problem**, in which we present the activities of Project Elimu, the organisation that runs ballet classes for children from the slums of Kibera, allowing many of them to find a way to express themselves.

LESSON PLAN

Does belonging to a group define us?

CONVERSATION, GROUP WORK

Start your classes by explaining how we perceive people. When we look at the people we pass in the street, sometimes we notice someone's appearance that makes us feel like we know more about them than what we see. Sometimes, what a person says or does gives us a wider picture of them – who they are and what is important to them. Ask the students to take a moment to look around the classroom and think about whether they are able to deduce more about what is important to their colleagues, what it is they like and don't like.

Ask them if they can name any groups of people who share common beliefs and needs, who express them in a certain way. If they have problems coming up with those, you can give examples: subcultures (e.g. hippies, punks, emos), sports fans, environmentalists, vegetarians, feminists, artists, runners.

Divide the class into 4-5-person teams and ask each group to choose one of these groups. Let them consider and note down what (content) and how (form, e.g. costume) a given group is trying to express themselves and why they are doing so.

Then let each group present its work. After discussing all the examples, ask about their thoughts. Are there any forms of expression that do not suit them? For what reason? Encourage the class to discuss this issue. Ask them to provide arguments to their answers.

As a conclusion, say that sometimes we don't like a certain way of expressing oneself, there is another way that is closer to us, but everyone has the right to express themselves and their opinions in a form that suits them. It is important, however, that you do not harm others with your behaviour. Note that someone's appearance may be the declaration of values important for the person, but sometimes it is simply a matter of choice or the lack of choice and should not determine how we assess a person.

You can ask older students if they know any memes connected to the freedom of speech, the freedom of expression or the freedom to create.

Domino Effect. The Voices of Kibera

| FILM, CONVERSATION



Ask the students if something inspired them or changed their way of thinking about a matter during the task. Tell them that expressing oneself is not just a message about who we are and what is important to us, but often makes us influence other people by infecting them with our passion and convincing them of our values.

Announce to the students that they will watch a fragment of the episode "Domino Effect. The Voices of Kibera" shot in Kenya, which shows how one can share their passion with others.

Ask the students about their impressions after watching the film, what attracted their attention, how they rate the work of Mike Wamayama.

Ask the students how important it is to be able to express oneself freely in the form closest to one's heart.

Me and my self-expression

| INDIVIDUAL WORK

Ask the students to try to answer the questions below individually and write the answers down on the work cards "Me and my self-expression":

- Who am I?
- What's important to me?
- How do I express it?
- How do I feel when I cannot express what I want in the form that is closest to my heart?
- What would I like to express (joy, anger, happiness, satisfaction) and how would I like to express it?

Ask the students what their thoughts on the task are. Did they learn anything about themselves while performing it, did they realise something they hadn't understood before?

Ask if anyone would like to share their experiences about how they express themselves. To encourage them, you can talk about your own passion.

Say that for various reasons it is difficult for us to express what we really think or feel, what is important for us. Sometimes this happens because we are afraid of the reactions of other people or we do not know how to do something.

Sum up the conversation by saying that becoming aware of how we express ourselves and whether we are satisfied with the way we do it is the first step towards a possible change.

We are creating the fan of freedom – Self-expression

Ask the students to think about the question: To what extent do I feel free to express myself? Then ask them to paint the leaf of the fan at the correct level. Let them consider the extent to which today's class changed their general sense of freedom, and let them mark that on the appropriate leaf of the fan.

Freedom is the right to express oneself in different ways

| SUMMARY OF THE CLASS

Point the students' attention to the variety of sources from which students can draw inspiration, the variety of ways in which they can share what is important to them with others (**I KNOW**).

Tell them that freedom also manifests itself in the fact that we can express ourselves in different ways and that judging other people's passions can limit their freedom of self-expression (**I FEEL** and **I HELP**).



| DEAR PARENTS AND GUARDIANS!

The topic of today's class was: *The freedom of expression*

Proposals for activities:

- Teenagers create their own identities, they learn about themselves, experiment, test, experience. They do this by looking for their own style of dressing, choosing the genres of music they listen to and the way to spend their time. Parents should watch these experiments closely and talk to their children about what is happening to them. But they should not be asked a thousand questions or it may seem like you're interrogating them. They won't want to talk if they feel that you are doing so. Let us not give advice when not asked for it. Just listen, find at least a little bit of time for everyday conversations, so that teenagers know that we are curious about what they are experiencing, and that they can find support and understanding in us. This is how bonds and good relationships are built, which will pay off in the future.
- It is not easy to accept other people's views, especially if they are different from ours. Talk to your child about tolerance and ecumenism. Look for examples of how people with different views on values, politics or religion find a common language.
- Sometimes young people are very expressive in showing their emotions. Sometimes it's hard for parents to bear it. Emotions are an important sign of what a child is going through. Blocking them makes those emotions grow stronger, and the accumulation of emotions, especially the negative ones, may lead to self-inflicted injuries, escaping into drugs or the virtual world. Talking, listening about what the child is going through, giving them time to tell their stories without judging or giving advice is a chance for your child to reduce tension and find ways to cope with difficult situations. Without it, the tension can grow.
- Remember the passions you had when you were your child's age. What support from adults did you receive during that period? What could you do to support your child now in a similar way?
- Listen to what your child wants to tell you about their passions and what is important to them. Read about it and prepare a few questions so that you can better understand what your child is talking about. Support their passions and participate if they invite you in.
- Motivate, show that it is important to somehow express oneself, one's views.

Me and my self-expression

<p>Who am I?</p>	
<p>What's important to me?</p>	
<p>How do I express it?</p>	
<p>How do I feel when I cannot express what I want in the form that is closest to my heart?</p>	
<p>What would I like to express (joy, anger, happiness, satisfaction) and how would I like to express it?</p>	

SCENARIO 7

NAMIBIA

*Looking for one's own
solutions as an expression
of one's freedom*



NAMIBIA



INTRODUCTION: GEOGRAPHY AND THE PROBLEM

Namibia – transport exclusion

The name of the country – Namibia – comes from the Namib desert located in the country, which is considered to be the oldest desert in the world. It is one of the richest countries in Africa, but the existing social inequalities are among the greatest in the world. Almost 30% of the population lives in extreme poverty, which makes normal life for them almost impossible.

The population density in Namibia is one of the lowest in the world and amounts to 3 people per square kilometre, compared to 123 people per square kilometre in Poland. The few human settlements are separated by vast distances. Many people cannot afford any means of transport, which makes it difficult for them to get to work or to remote schools and hospitals.

Bicycles prove to be particularly useful in reducing the scale of this problem. Research on the relationship between transport and social development has shown that bicycles are the best inexpensive technology that can be used for short distance travel. Bicycles allow transporting up to 4 times more weight than that carried by a person walking on foot; they allow travelling about 3 times faster than on foot. An additional advantage of bicycles is their low maintenance cost.

If spare parts are made available and bicycles can be serviced, they can become an efficient tool for development. For poor communities, access to bicycles means more independence and greater social, educational and economic opportunities.

Bicycle Empowerment Network Namibia organisation – a bicycle as a solution to many problems

The NGO Bicycle Empowerment Network Namibia (BEN Namibia) fights against transport exclusion by popularising bicycles. To this end, it has created a network of several dozen shops and service points where people can buy a bike at an affordable price. Healthcare professionals and those most in need, identified by local organisations, receive their bikes free of charge. The organisation focuses on the promotion of bicycles among women and children. The bicycles are to help children get to school. They are also to help women in their everyday lives – to get to doctors, to move between local villages to get food and other necessities. A bicycle can significantly improve the quality of life of the Namibians because for many of them it is the only means of transport they can afford.

Project supported by the Kulczyk Foundation

The Kulczyk Foundation has helped in the purchase of bicycles for the people in need from Swakopmund (Erongo region), where the largest slums in Namibia are located, and from the Zambezi region, thanks to which the inhabitants can easily reach schools and hospitals.

Creating solutions – Why is it worth discussing this topic?

One day, as a child, Thomas Edison came home from school and handed his mother an envelope. He told her: "My teacher gave it to me and told me to give it to you and you alone." The mother opened the envelope, took out the letter and read it out loud in a broken voice: "Our school is too small for your son and there are no teachers who are good enough to teach him. Please teach him yourself." Edison stayed home and studied under his mother's instructions. Many years later, already as a world-famous inventor, he came to his family home after her death. While putting things in order, he came across this very piece of paper hidden deep in a drawer. To his great surprise, the letter said: "Your son is retarded [mentally ill]. We won't let him in our school again because he's not fit for it." That day, he wrote in his diary: "Thomas Alva Edison was a retarded child who, thanks to his heroic mother, turned out to be the genius of the century."

What should we do so as not to suppress a child's creativity and innovation through judgement and rigid expectations? The psychologist Carol Dweck distinguished two types of people in her research. The first one is people who think that their talents can be developed with the right amount of effort. This is a pro-development approach that gives perspective and self-confidence. It triggers a desire to act, experiment, make mistakes and create something together with others. The second group consists of people who believe that their skills are constant and unchanging. This attitude is called a closed attitude. Such people withdraw into themselves, get easily discouraged, do not want to cooperate in a group, are afraid of comparisons, do not engage in activities for the benefit of others. Research shows that people with a pro-development approach achieve more than those with a closed attitude.

Who are the lucky ones who are not discouraged by failure, who are open to ideas, action and are goal-orientated? The answer is simple. These are people to whom effort is more important than the result and the judgement. To act, to do and to try. Failures do not discourage them but motivate them to continue working. Better students are not a threat but an inspiration. Perseverance in the pursuit of long-term goals contributes to the ultimate success much more than intelligence alone. Dr Dweck cites the example of a school in Chicago where students have to pass a number of courses in order to complete a year, and if they do not complete a course, they receive a "not yet" grade. A failing grade can trigger negative thoughts about oneself: "I'm nothing, I've achieved nothing, I give up, I'm useless, I can't do anything." The "not yet" grade gives positive information, full of hope that the student is on his way to completing the subject in the future – "I already know something, but I still have to work on it". This stimulates creativity and curiosity. It stirs courage, a willingness to come up with one's own ideas, to express one's own independent opinion.

Creative children have a tendency to initiate unusual activities, innovative solutions, they are able to think independently and flexibly. However, they can be hyperactive, sensitive, respond emotionally, and often fail to follow the rules. On the other hand, children, who have no problem passing exams "now", are capable, calm, hardworking and conscientious, able to control their impulses. In order not to clip the wings of the creative children, it is worth helping them by strengthening what they manage to achieve now. Use the green pencil method – underline in green what was good instead of marking the errors in red. If we point our attention to what has not been done correctly, we focus on the failure. The red colour evokes many unpleasant emotions: the sense of shame, of inability, of being imperfect, of fear and of discouragement. The green colour is a symbol of hope that we can do something right, it is an appreciation of success. The children will want to repeat this pleasant experience of success and being noticed, they will be motivated internally. The child will not focus on avoiding mistakes, but on putting the effort into repeating success. It's a dramatic difference in the way of thinking. Such support gives creative children a chance to work on the pro-development approach that Dr. Dweck wrote about. Not yet, but soon. There is always an opportunity to achieve a goal.

Looking for one's own solutions as an expression of one's freedom

Key issues: freedom – creativity, seeking one's own solutions; the ability to use available resources to achieve a goal; innovation.

Teaching aids: film, pieces of paper, pens, work cards: "How to come up with a creative solution", "What problems do we see and can we solve them?", "Preparation for project implementation", cards with the task for the groups.

THE OBJECTIVES OF THE CLASSES

- **I KNOW:** The student knows that there can be many ways to solve a problem and that it is worth looking for your own solutions.
- **I FEEL:** The students are able to say how they feel when they have an influence on how they solve a problem.
- **I HELP:** The student expresses a willingness to join a social project and come up with solutions to help others.

BEFORE THE CLASS

Arrange the classroom for group work. Prepare a film screening. Get to know the entire episode of the documentary series "Domino Effect. The First Bicycle" (Season 6) available at www.kulczykfoundation.org.pl Also read the introduction to the class **Why is it worth discussing this topic** and the **Introduction: geography and the problem** which shows how bicycles have been used in solving the problem of transport exclusion in Namibia.

LESSON PLAN

How to come up with a creative solution?

WORK IN GROUPS

Tell the students that during the class they will be given a task. Each of them will have the opportunity to look for their own way to solve it. Point the students' attention to the fact that they can look for different ways to deal with the problem and then choose the one they think is best. They can use solutions which are tried and tested, modify them or treat them as an inspiration, or propose their own way.

Write down the stages of work on solving the problem on the board:

1. Problem diagnosis
2. Generating solutions
3. Choice of a solution
4. Implementation
5. Evaluation

Divide the students into 4-5-person groups and give each group the same task to work on. Ask them to go through all these steps and develop their own solutions.



THE TASK

You are in a big city and your job is to transport a huge antique wardrobe between two spots (about 20 km distance). The wardrobe is very valuable, so you can't damage it. You have 3 hours to deliver the wardrobe, so you can't just carry it (the walking speed of a person is about 5 km/h). You are also not allowed to use a trailer or any motor vehicle (one propelled by an engine) for transport because the customer to whom you are to deliver the wardrobe considers these solutions to be unfriendly for the environment and cares very much about environmental protection. What will you do?

Once the groups have worked out their solutions, ask them to present them. The listening teams provide will feedback on whether all the objectives have been achieved:

- no motor vehicles,
- environmentally friendly transport,
- protection of the wardrobe against damage,
- delivery within 3 hours,
- originality of the solution or pointing out other aspects.

Talk to the students about what was difficult and what helped them in this task. Ask if each of them had a chance to present their idea and how they chose the best solution. Did they vote for a solution or did they use another way?

Ask the groups in which they work to consider what can foster their creativity in finding new solutions and what limits them in doing so. What benefits do they see in looking for their own solutions? Give each group the "How to come up with a creative solution?" work card and ask them to fill it in.

Ask volunteers to share their thoughts and the others to add to what was said. In conclusion, point out that every day they have the opportunity to look for new solutions of their own, e.g. by deciding how to relax, they can think about choosing a different, more pleasant way from school. Say that the search for one's own solutions drives progress and entrepreneurship. Ask the students to respond to the words of Stanisław Lem: "If people in the Stone Age were only doing what seemed possible, they would still be sitting in caves today". Encourage them to give examples of people who influenced the world through their search for new solutions.

Domino Effect. The First Bicycle

FILM, CONVERSATION

Tell your students they're about to see part of the documentary series "Domino Effect. The First Bicycle", which shows the solution to a problem in Namibia, a country in Africa.

After the film, ask the students what the problem of the local community was, how it was diagnosed and how it was solved.



What problems do we see and can we solve them?

| GROUP WORK, BRAINSTORMING

Tell the students that there is often more than one way to solve a problem. Sometimes the original solutions are, for various reasons, replaced by new, better or more accessible solutions.

You can discuss this with the example of public transport solutions in big cities. Cities use various measures to provide and develop public transport. In some, in order to reduce smog when pollution levels are too high, public transport is free of charge or more modern vehicles are introduced, including electric vehicles. Another transport proposal for the residents is the creation of city bicycle rentals and, for some time now, also electric scooters.

Ask the students to consider what they see as a problem to solve in their local community (class, school, housing estate, city), with the groups in which they have worked so far. Ask them to analyse it first by answering the questions in the "What problems do we see and can we solve them?" work card.

Then ask each group to get ready to present their idea in such a way as to convince others to implement it. In order to do so, they should fill in the "Preparation for project implementation" work card.

Encourage them to collect data, consult with experts (e.g. school principal, officials, municipal services) or conduct a survey. Ask the members of each group to agree on a division of tasks so that they can present their project and its possibilities in the best possible way in the next class. Also tell them that this will allow other students to share their experiences, knowledge and skills and offer support for a given project. Tell them that each group will be able to implement their project, but they can convince other allies than just their colleagues to help with it.

We are creating the fan of freedom – Our own solutions

Remind the students that during today's classes they had to look for their own solutions in every exercise, and they could also support the solution closest to their heart. Ask them to think about how free they feel in everyday life when it comes to finding their own solutions. Then ask them to paint the leaf of the fan at the correct level. Let them consider the extent to which today's class changed their general sense of freedom, and let them mark that on the appropriate leaf of the fan.

Satisfaction with one's own solutions

| SUMMARY OF THE CLASS

Remind the students how many ideas they have created during that lesson (**I KNOW**).

Ask them how they feel after spending an hour on creative thinking. How did they feel about creating and presenting their own solutions to a given problem? Did they feel like they had enough space to do so? Was there anything that made it a difficult experience? What helped? (**I FEEL**).

Announce that in the next class you will be working on the ideas they have put forward and that you will try to put them into practice (**I HELP**).



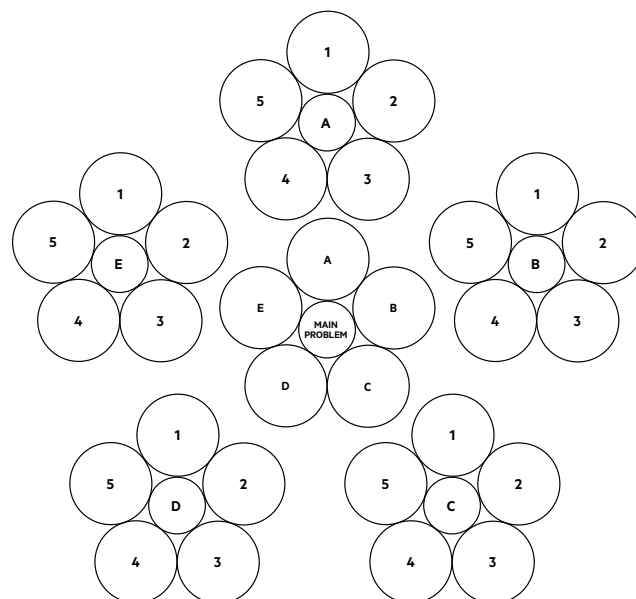
| DEAR PARENTS AND GUARDIANS!

The topic of today's class was:

Looking for one's own solutions as an expression of freedom

Suggestions for activity:

- For a week, try to focus on what your child is doing right and emphasise it. Show the child that you can see their successes. Don't stop at things they can improve. After that week, think about whether and how this approach has affected your relationship. We encourage you to maintain this approach and build a better relationship with your child.
- Listen to your child carefully when they want to share an idea with you. Devote time to them, listen and don't clip their wings with negative comments and remarks. Your approach to their ideas today will influence how willing they will be to look for solutions later, even in adult life.
- Allow creativity, "stupid games"; they allow for maintaining flexible thinking and originality. Try, for example, to find as many uses for everyday objects as possible or to create a story out of pictures and words cut out of newspapers.
- Together with your child, point out a problem concerning your everyday life that you can solve together. Let it be something connected with e.g. arranging the space in the house, organising meals. Use creative thinking techniques. Pay attention to the differences in your perception of a problem and emphasise that it can have a positive impact on finding solutions in your conversation with your child. Appreciate the child's suggestions, ask them how they came up with them. Devote time to your child and listen carefully, ask questions. Try to talk about your ideas without imposing them on your child as the right solution. Make sure your child understands and encourage them to ask questions. Decide what you choose together. If you do not agree, you can try two selected solutions (yours and your child's).
- You can try the "Lotus flower" technique, which is a variant of the mind map, allowing you to create multiple solutions to one problem. This method was developed by Yasuno Matsumura. It consists in writing a problem down in a circle in the middle of a sheet of paper and adding possible solutions in circles adjacent to the central one. More circles should be attached to the new ones, containing solutions and ideas similar to the previous ones, which are their result. You will end up with a network containing different solutions and views of the problem. This technique allows new ideas to be generated, especially if you are stuck.



Task for groups

You are in a big city and your job is to transport a huge antique wardrobe between two spots (about 20 km distance). The wardrobe is very valuable, so you can't damage it. You have 3 hours to deliver the wardrobe, so you can't just carry it (the walking speed of a person is about 5 km/h). You are also not allowed to use a trailer or any motor vehicle (one propelled by an engine) for transport because the customer to whom you are to deliver the wardrobe considers these solutions to be unfriendly for the environment and cares very much about environmental protection. What will you do?

Task assumptions:

- no motor vehicles,
- environmentally friendly transport,
- protection of the wardrobe against damage,
- delivery within 3 hours,
- originality of the solution or pointing out to other aspects..

Stages of work on solving the problem:

1. Problem diagnosis
2. Generating solutions
3. Choice of a solution
4. Implementation
5. Evaluation

How to come up with a creative solution?

What can help in creating new solutions?	What can their benefits of be?
What can limit the creation of new solutions?	What could the consequences be?

What problems do we see and can we solve them?

<p>What is it like?</p>	
<p>What should it be?</p>	
<p>Why isn't it the way it should be?</p>	
<p>How to solve the problem?</p>	

Preparation for project implementation

<p>Why do we want to implement such a project?</p>	
<p>What will the benefits of implementing it be?</p>	
<p>What do we have to find out in order to implement our idea and who can tell us about it?</p>	

SCENARIO 8

PERU

*Empowerment as a
confirmation of freedom*





PERU

INTRODUCTION: GEOGRAPHY AND THE PROBLEM

Peru – living in floodplains

Peru is a country located in the western part of South America on the Pacific Ocean. The northern part of the country is covered in jungle. It is home to the over 400,000 inhabitants of Iquitos, the world's largest city not accessible by land. The only way to get there is by plane or boat.

The poorest part of Iquitos, the Belén district, is flooded for almost six months by waters from the Amazon basin. This phenomenon causes a lot of problems for the local community, such as drowning or water pollution-related diseases, which are a huge challenge for the residents. In Belén, people live in very poor sanitary conditions – due to the lack of a sewage system, they discharge the waste directly into the river where they wash themselves, wash their clothes and even wash the dishes in which they prepare their meals, also using water from the same river.

Instituto de Formación de Adolescentes y Niños Trabajadores – building children's sense of empowerment

Instituto de Formación de Adolescentes y Niños Trabajadores (INFANT) is a Peruvian non-governmental organisation founded in 1999 with the aim of helping children. It seeks to provide them with a broad education, as well as to develop and promote all their rights. According to the most important assumptions of INFANT, children play an active role in shaping and developing the society, therefore the organisation involves its alumni in the process of management and decision-making. At the same time, it inspires them to learn how to solve problems independently and help each other, e.g. children intervene when one of them is beaten by parents.

At Iquitos, INFANT employees support children in projects aimed at changing the reality around them. These include the "Children to the Rescue" programme, which includes patrolling the places inhabited by children who can't swim by other children, who the organisation looks after. They organisation also provide swimming lessons for the youngest children. Thanks to these initiatives, no child drowned in Belén from 2017 to 2019, and previously, according to estimates made by the organisation, 12 children drowned per year in Iquitos.

Children living in Iquitos who INFANT looks after also get involved in actions to combat domestic violence and clean up the river. The Itaya River, which flows through the city, is very polluted, with many residents throwing their waste into it because Belén does not have a waste collection system. The children started taking actions to purify the water. They use the things they take out of the water which can be recycled to make ornaments and toys, which they then sell at the environmental fair organised by INFANT.

Project supported by the Kulczyk Foundation

The Kulczyk Foundation has supported the "Children to the Rescue" project, helping INFANT continue its efforts to save the lives of the youngest residents of Belén. In this way, the children of INFANT in the poorest part of Iquitos can ensure that no child drowns there.

Empowerment – Why is it worth discussing this topic?

In the words of Confucius: "Tell me and I will forget, show me and I may remember; involve me and I will understand." should be a permanent principle of education. However, the education system is largely based on theory, learning from textbooks and memorising. It is important for young people to be able to feel, experience, try things out on themselves and, thanks to such a form of learning, develop practical social skills.

The effectiveness of such an approach is demonstrated by the story of a school and educational centre hosting a very conflicted group of teenagers. The guardians tried to introduce discipline in various ways, but the youth broke the rules on a daily basis. One of the teachers decided to take the boys on a survival expedition on a difficult route which required cooperation, strategic thinking and taking the stamina of other people into account. During the expedition, the boys rebelled at first, but at some point they had no other option but to start talking to each other and to consider each other's opinions in order to overcome the obstacles which appeared on the way. The strongest boy in the group, who everyone was afraid of because of how aggressive he was, turned out to be the most helpful person and became the leader. His physical strength was indispensable in overcoming the obstacles. On the other hand, the smallest boy in the group who was the object of the strongest ridicule before, now gained appreciation, because his posture and agility were assets in many tasks. Other boys also felt empowered. They saw that everyone had resources that they could use to accomplish a difficult task together and everyone felt needed. No one had to order the boys to cooperate. They felt their power and the value of getting involved in helping others.

Such experiences involving young people, enable them to feel the sense of empowerment, to develop their potential and have a real impact on the world around them. They help in developing such social skills as learning to make decisions and to think while focusing on the problem, i.e. choosing a goal and looking for the best ways to achieve it. All activities based on cooperation and the performance of various types of tasks in a group, which develop the ability to communicate, express one's own needs and cope with stress, provide young people with a space to put their empowerment into practice. As a result of performing the tasks and group cooperation, young people develop the mental resilience and courage required take on new challenges. This helps build their identity and strengthens their self-esteem. Teenagers acquire new competences that help them step further and further outside their homes, function in new groups and social situations. They become more and more socially active, directed towards the outside world and social issues.

One example of this is volunteering, in which young people learn that they can participate in social change, even on a micro-scale, for example, by helping in animal shelters, nursing homes or raising money for charity. This gives them a feeling that their activities makes sense and are needed by someone who is in a difficult situation. Teenagers try a lot of new things, they are full of energy, they act fast, are creative, have open minds and a will to act. If wisely supported by adults, they will strengthen their empathy, sense of influence, and proactive social attitude. The identity of a young person is shaped by social activities, empowerment and striving to leave at least a small mark of their existence, because, as Antoine de Saint-Exupéry said: "To exist, you have to participate".

A sense of empowerment – freedom through changing the world

Key Issues: freedom – the ability to analyse a problem and to find solutions, the ability to identify one's own resources and their meaning, empowerment.

Teaching aids: film, work sheet "Our project".

THE OBJECTIVES OF THE CLASSES

- **I KNOW:** The student knows, after analysing a problem, that they will be able to find a solution using their own resources.
- **I FEEL:** The student is able to define how they feel when working in a group.
- **I HELP:** The student performs tasks related to the implementation of the project.

BEFORE THE CLASS

Arrange the classroom for group work. Print attachments and prepare a film screening. Get to know the entire episode of the documentary series "Domino Effect. Children to the Rescue" (season 6) available at www.kulczyk-foundation.org.pl. Also read the introduction to the class **Why is it worth discussing this topic** and the **Introduction: geography and the problem**, which describes the problem of children at risk of drowning and contracting diseases caused by contaminated water.

LESSON PLAN

Domino Effect. Children to the Rescue

FILM, CONVERSATION

Tell your students that implementing large social projects requires a lot of work and cooperation from group members. Announce that in a moment they will watch parts of the documentary series "Domino Effect. Children to the Rescue" which shows how solutions proposed by children significantly improved safety in one of Peru's cities.

After the screening, ask the students about their impressions of the report they have seen, what they think of it and whether they find similarities to their own situation. Is it inspiring or demotivating for them?

Talk to your students about possible problems that may arise during the implementation of a project. Strengthen their belief that their project will succeed and assure them of your support.

What did you find out about your project?

CONVERSATION, PRESENTATION OF FINDINGS

Remind the students that during the last class (Namibia "Looking for one's own solutions as an expression one's freedom") they worked in groups on a problem of the local community which they selected, and after the class they were to consult people who could be helpful in the implementation of their project.

Ask each group to present their idea, the arguments in favour of its implementation, and the project-related information they have managed to obtain.

After each presentation, move to discussing the project, encouraging the students to ask questions and to talk about the idea they presented. Perhaps someone will have the knowledge or skills required to implement one of them. You can suggest that they share their knowledge with others or join the group implementing a given project.

Ask that during the discussion part of the group tries to answer the questions in the work card "Our project".

NOTE: Remember that the objectives should be precise and realistic. Help the students formulate specific goals that can be evaluated later on. You can suggest that the students use the SMART method during this exercise.



Plan the time so that all groups have a chance to present and discuss their project. This may require an extension of the class to the next hour.

After all the groups have presented their projects, give a brief review of them and list them on the board. Show your appreciation of the ideas for solutions and the work put into obtaining information. Announce that now they will be preparing to put their ideas into real life.

Ask each group to prepare a task schedule, including the objectives already worked out by the group, tasks with an indication of who is responsible for their implementation, and deadlines for each of the tasks.

How to plan a social project?

| WORK WITH THE ENTIRE CLASS, GROUP WORK

Introduce the students to the stages of project implementation and show them which elements they have already completed.

1. Project planning stage.
2. Preparing students for work using the project method.
3. Project implementation stage (you can distinguish several consecutive steps).
4. Project presentation stage.
5. Project evaluation stage.

Agree with the students on the form and date of the execution and of the presentation of the projects. You can suggest joining groups together and putting together an order in which the projects will be executed so that everyone can get involved in more than one project if they want to.

We are creating the fan of freedom – Empowerment

Ask the students to think about the question: How much freedom to pursue my own plans do I feel I have? Then ask them to paint the leaf of the fan at the correct level. Let them consider the extent to which today's class changed their general sense of freedom, and let them mark that on the appropriate leaf of the fan.

Do we all know what to do?

| SUMMARY OF THE CLASS

Direct the students' attention towards the fact that the implementation of the project they have created according to the schedule requires the cooperation of the whole group. The timetable they have created and the clear division of responsibilities are intended to help with working together (**I KNOW**).

Ask the students if they think their schedule is good. Why do they think so? Do they think that the tasks they have chosen are appropriate for them? Will they feel comfortable performing them? Or maybe they'd like to change them? (**I FEEL**).

Announce that the next days/weeks/months will be devoted to the implementation of their projects. Encourage them to become as involved as possible in helping other groups (**I HELP**).



I DEAR PARENTS AND GUARDIANS!

The topic of today's class was: *Empowerment as a confirmation of freedom*

- Ask your child to teach you how to do something that they can do well. Treat them as an expert. Let your child feel a sense of empowerment and competence.
- Let everyone in the family write what they learned from other family members on a piece of paper – children from parents, parents from children, children from grandparents, grandparents from children. Then read everyone's notes together and talk about what the most important thing for you was, what surprised you and what you found valuable.
- Plan tasks together with your child. Create a list of things you would like to organise together, e.g. a trip, work for the benefit of the local community. When planning a task for you to do together, answer the questions that will help you make your goal more specific and the execution – more efficient:
 - Who is involved with the goal?
 - What do I want to achieve?
 - Where are we going to operate?
 - When are we going to achieve our goal?
 - What can we do to achieve our goal and what can't we do?
 - Why do we want to achieve this goal?
 - What benefits will the achievement of this goal bring and who will it benefit?
- You are the role model – your attitude influences the child's attitude. Show that in every situation it is worth looking for solutions. This is certainly a better strategy than passive acceptance of the status quo.

Our project

<p>Are the goals presented in the selected project clearly defined and realistic?</p>	
<p>Do we need to change any assumptions?</p>	
<p>Is there anything we have to give up?</p>	
<p>Who could help with this project?</p>	