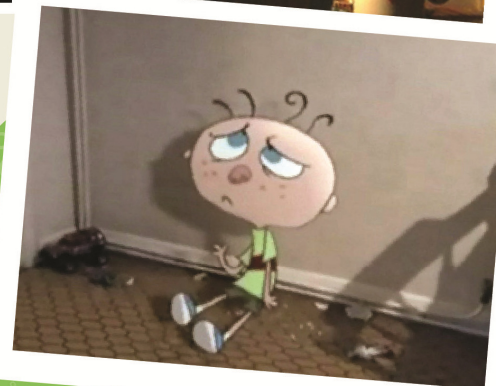
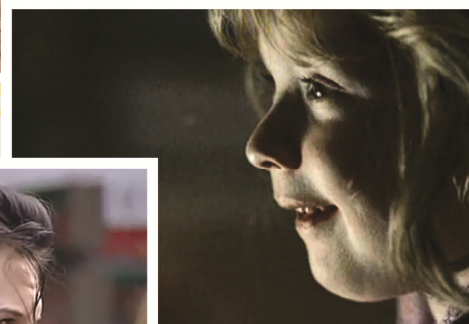


ONE WORLD IN  
SCHOOLS

FOR HUMAN RIGHTS EDUCATION

# USING DOCUMENTARIES AND AUDIOVISUAL MATERIALS IN LESSONS



A handbook for trainers and  
Social science teachers



# USING DOCUMENTARY AND AUDIO VIDEO MATERIALS IN EDUCATION

*A handbook for trainers and  
Social science teachers*

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## **USING DOCUMENTARY AND AUDIO VIDEO MATERIALS FOR EDUCATION WITH THE INTERACTIVE METHODOLOGIES**

This toolkit is developed by the Mongolian Education Alliance within the project One World in School that is implemented by People in Need an international non-government organization with the support of European Union and Development Agency of the Czech Republic.

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

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

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

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

### Programme history

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

## IMPLEMENTATION OF THE PROGRAM IN MONGOLIA

'One World in Schools' program started its implementation in 2012 in Mongolia. Currently, the program has been successfully implementing at 75 secondary schools and vocational training centers from 8 aimags (Arkhangai, Bulgan, Gobisumber, Darkhan uul, Orkhon, Uvurkhangai, Selenge and Tuv) and Ulaanbaatar city.

Under the program 20 teachers trained as trainers by Czech and Mongolian professionals. Over 150 teachers and specialists took part in the methodology training on using the documentaries in teaching. The training handbook on using 10 documentaries with internationally accepted copyright is developed and distributed to teachers. In order to support and promote students skills of self expression, cooperation and to improve education of human rights, 10 'Film clubs' established at schools. Also guidebook for clubs developed and distributed.

The content and methodology of these documentaries are considered new and interesting that they promote the education of human rights and professional development of teachers. We are

aiming to develop and implement it as a nation- wide program and be approved by Ministry of Education.

### **Frequent problems and solutions**

*The methodology of using documentaries in teaching and learning is a great resource for Mongolian teachers. There was a high demand and interest to implement the program.*

*Achieving certain results was not easy, because teachers have no previous experience using this content and methods. We have been learning.*

*One of the first problems or barriers that teachers faced was the teachers' skills to master with equipments. For example, sound tuning, screening too small view etc. During the meetings and discussions, various tips, advices and pilot activities provided with support of informatics and computer teachers.*

*Another problem was the lack of projector at schools. Teachers had to submit the request to school administration many days prior to filming and coordinate their lesson schedule with others. To resolve this issue, the PIN International NGO provided each school with projector. It was a big support enabling teachers to use the methodology in their everyday's practice.*

*On the other hand, teachers learned well in applying the methods, but they need to consider more on using the basic information. The progress made on that part as a result of monitoring. During monitoring each teacher were given feedback and professional advices and collaborative efforts lead to success.*

### **Characteristics of the films used for school screenings**

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

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

Based on evaluations and reviews, teachers and students have found out that documentary films in the classroom do enhance opportunities for learning citizenship by promoting in-class dialogue and introducing a global dimension to their curricular themes. Thereafter, the OWIS programme has been working on promoting the use of documentary films as a learning

resource in other countries and working with partner organizations in each country to assist them in developing materials and adapting the project to their specific cultural setting.

## 2. INTRODUCTION TO THE EDUCATIONAL MATERIALS

### a) How to use the handbook

The educational toolkit consists of the DVD with 4 films, 7 social spots, Instruction film and methodological handbook. The Instruction film will help you to get the basic information about the usage of documentary film in education. The films and related activities are focused on the human rights through following main themes: Bullying, addiction, child labour, environment, human trafficking domestic. The material is designed to guide teachers in facilitating the necessary learning activities for each film.

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

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

Each film section includes:

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

questions and answers. The questions were compiled by the project team on the basis of feedback from students from pilot schools. The answers are created by experts on the given theme. In this part you can also find more sources in case the students or teachers are interested in further research on the topic.

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

#### **b) How to work with film in classrooms**

1. **Teacher should watch the film before screening in the classroom** - it is important to watch the film in order to better prepare the learning activities, have an opportunity to do some independent research on the topic if needed, and decide which scenes to show in cases of time limit of the class session. Some documentary films may vary according to their topic, extent and depth to which they pay attention to the various issues in the film. The film should correspond with the level of abilities and developmental level of the students. At times the film may be long or may use a difficult *genre* of the film.
2. **Have preparation time for debates** – based on experience, it is always better to start debates, especially of controversial topics, with a good amount of background information. In order to make sure that the teacher can respond to students’ inquiries and opinions in an informed manner.
3. **Preparation before the screening** – it is recommended to prepare for the screening – the technical part such as choice of technical equipment, size of classroom, being able to use curtains or dim the lights. For learning, present and discuss students’ understandings and experiences of the topic and interactive methods to demonstrate the main points of the topic.
4. **The goal of the projection** – In addition to new facts and knowledge, the goal should also focus at further understanding the theme at hand, its global dimension and perhaps a positive change in attitude towards the topic. The documentary film uncovers different angles under which the difficult problem can be viewed rather than ready-to-go solutions. It is important for the students to engage in discussions among



themselves and, with the guidance from the teacher, determine what do they want to achieve in the classroom. For the teacher it is important to make oneself understood with the pupils and to specify precisely what is expected of them. Even small objectives are very important. It is also important to highlight the empathy approach for the students: to help them put themselves in the character's shoes in order to understand them better, and to enhance the students' abilities to identify and understand the others' situations, feelings and motives.

5. **Use only part of the film** – Because of time constraints and different ways the classes are structured, it is possible to screen only a sequence of the film so that we can discuss a certain topic the film may uncover. The topic may be difficult so it is important to keep enough time for discussion and an activity after the film to make sure students have time for reflection and questions & answers before they leave the classroom. In cases where only a sequence of the film is used, the entire film can then be shown within a film club screening.
6. **Reflection on the learning experience**– An important part of the screening is reflection. Often the documentary film portrays facts, emotions and stark reality. The students perceive all this in a strong way. Reflection immediately after the movie (**first impressions on the film**) is screened allows for the students to express their immediate concerns and feelings, manage their emotions and clear possible emotional tensions in the class atmosphere. There are various ways to conduct reflection, and it is also important to realize the type of class sits in front of the teacher. There should be another reflection (**lessons learnt**) after the end of an activity or the end of class. Also note, that some interactive methods such as mind map, or activities themselves could serve as a reflection. Teachers can use their creativity to decide how they conduct reflection.
7. **Students' reactions** – Often, students may yield different reactions from what we or their peers expect. Students bring into the classroom various types of experiences and understandings of the topic. So, it is important to realize that students will react in their own unique ways, which can provide important material for the classroom activities. Being aware of various reactions would, therefore, require extra sensitivity from teachers while facilitating classroom learning.
8. **The presence of an expert** – it is desirable to invite an expert on a particular topic for discussions of difficult topics. The best experience is to invite people who have a lot of practice in the field with the issue at hand (outreach social workers, directors or actors in the particular documentary movies, students from other schools who have success stories from working on similar topics or NGO workers). If funding is necessary, seek possible assistance from the school, sponsor gifts or grants or parents. It is also very important to meet with the experts and discuss the lesson plan before inviting them to the classroom.
9. **Working with a map** – Each film takes place in a country around the world. It is, therefore, helpful to show the students the country's location on a map.



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

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

### **Reflection of the film**

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

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

During reflection students formulate new knowledge, learnt material, change in attitudes and skills. Despite the importance of reflection it is many times left out because of lack of time. Even if you do not have time do the reflection. For example ask the pupils to express their feeling from the film by one word. This activity takes a maximum 5 minutes.

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

### **Discussion after the film**

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

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

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

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

### c) How to work with social spots

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

### **3. General guidelines of interactive education**

#### **Recommendations for teachers:**

1. The idea of one and only solution should not be forced onto students.
2. Challenge students to creating their own opinions and thoughts.
3. Give positive feedback to the behavior/thought which focuses on the main goal.
4. Create a feeling of common responsibility for a group project.
5. Make sure that everyone participates and that everyone has a room to express themselves.
6. When making comments about any part of the results use non-judgmental language (e.g. instead of “You are not able to understand what was asked of you. Use: “In this exercise you diverted from the original task.)
7. Start a discussion with topics which are well understood and common to everyone, so that each person has something to say.
8. Present current and interesting topics, use examples from subjects/settings that are well-known.
9. Work with short, clear and concrete tasks.
10. Make sure that in each section of the task, students know what they are supposed to do.
11. Do not run away from a conflict, press for clarification of controversial topics.
12. Spend enough time on reflection of finished tasks.
13. Create conditions for formulation of new attitudes and opinions.
14. Set up rules for discussion: It is helpful to write these rules, together with the students and make them visible in the classroom.
  - a) Each person gets a chance to speak, one person speaks at a time, no interrupting others.
  - b) Listen to opinions of others even though you may not agree, do not quarrel.
  - c) Speak to the topic and do not divert the discussion from it. Speak clearly and avoid long stories and examples.
  - d) Be prepared to change your opinion and explain this change.
  - e) Do not try to persuade others but more so try to explain your opinion.
15. Pay attention to what is happening in the classroom and its surroundings.
16. Do not judge, you are not the critic or the parent, you are only helping to uncover various points of view and understand the difficulty of the topics and even the difficulty of finding solutions.
17. Be able to say that you do not know something, be a partner not an expert.
18. Value the students, during the whole time praise their achievements.
19. Do not forget the theory – specifically using documentary films in the classroom allows to follow according otherwise formally used principle about dividing the educational unit into three parts:

- a) **Phase 1 – evocation:** finding previous experiences, knowledge; the activity is up to the students, this phase should primarily provoke their interest in the topic; at some moments it is appropriate to use games.
- b) **Phase 2 – Realizing the meaning:** this is the transition of information itself, finding out new facts, connecting information into larger parts – all this is allowed by the use of film and its content. In case it is needed there can be a section with basic information before the film screening.
- c) **Phase 3 – reflexion:** students formulate new knowledge, learnt material, change in attitudes and skills; this is an integral phase, however many times it is left out because of lack of time and the teacher conducts it her/himself without the active participation of the students; even here it is possible to use game like activities.

## INTERACTIVE METHODDS

### **BRAINSTORMING**

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

#### **Methods and rules:**

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

## MIND MAP

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

### Method and rules:

- a) An as example we draw a central part of the map on the blackboard = term which will be discussed (*e.g. conflicts*).
- b) To this central part we attach new terms, ideas or questions, the way students name them (*e.g. What kind of conflicts do we know? What are some ways to solve it? What are the reasons for conflict?*).
- c) We further develop the attached questions according to students' ideas about them and gradually add them into the map which is forming in front of us (*e.g. To the question "Which conflicts do you know?" we attach: religious, ethnic, relationship, generational, etc.*).
- d) The method of creating the map repeats itself by the development of certain terms.
- e) At a certain point we can interrupt creation of the mind map and ask students to only develop a certain part of the map, the one part we would like to focus on in the particular class. We can outline this part of the map in color.
- f) Each idea is taken to consideration and we note everything the students know and what ideas come to mind.
- g) We forget the "wrong" and "correct" evaluation categories.
- h) After a given time period passes we lead the students to making a conclusion and agreeing on it (if the class works in groups, we come to this step only after each group presents the results of their group work). This way we get a clear picture about what the class knows and thinks about the topic. At this point we can finish working with the mind map.
- i) It is also possible to ask students to create their own rules for the activity instead of the teacher presenting them to the class.

### What can follow?

- 1) **Specification or categorization** of the gained information – we can use colored markers and distinguish certain types of information (*e.g. facts vs. subjective information*).
- 2) **Lecture** – we can give out basic facts.
- 3) **Discussion** – we can choose one of the controversial topics.

- 4) **Project** – together with the students we choose a part of the mind map with the most un-answered questions and the least facts available so that they can find out the missing information from available sources and prepare a presentation for others.

## **FREE WRITING**

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

### **Method and rules:**

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

- i) Reflection is dedicated to feelings and observations: *Which question was the most difficult? How did you feel when writing it? Did you manage to uncover a point of view which you were surprised by?*

## **ROLE PLAY**

This method asks the students to think and act in certain prepared roles as they role-play specific situations connected to a particular topic. Sometimes it is hard for a student to identify her/himself with the particular role, this method can be used with younger children or with more “mature” students who are used to role play and do not need to be presented with lecturing as much. This technique assists students to develop empathy and allows them to think about how others feel in a certain situation, it teaches them to understand reasons and motives for other peoples’ behavior, a behavior which they may have originally criticized. Further, role play develops imagination and the ability to create opinions, attitudes and values, it teaches thinking about various alternatives for solutions.

### **Method and rules:**

- a) We start with more simple roles which require less knowledge.
- b) Do not get discouraged, if the role play does not fulfill your expectations, it does require certain amount of experience.
- c) We attempt to involve all the students, and it can be combined with group work.
- d) Give the students enough time to discuss and practice their roles, we make sure that they have enough information for a correct portrayal of the role.
- e) We should suggest only roles and scenarios that are realistic and so that students can identify with the roles.
- f) Sometimes it is helpful to exchange roles between students so that students can experience the other point of view as well – this way inappropriate stereotypes will be removed and the empathy factor will be greater.
- g) All activities should happen in a relaxed atmosphere of trust, without critical comments, so that students do not have to feel unnatural or embarrassed.
- h) It is good to lead students to the realization that there are more ways to play the role. In the end of the activity we should conduct so called “exit of roles” – remind students that the role play is over that it was only roles they played.
- i) The activity should be ended by a guided discussion about what transpired and a final summary - an analysis of the experience and finding of conclusions for the future.
- j) This method requires a certain amount of experience – it could get out of hand, even if well-meant, to an inexperienced teacher.

## **MODELING OF A SPECIFIC SITUATION**

This method allows for a better understanding of specific situations in everyday life, students can apply certain rules to situations about which they learn from media, books and magazines



or which they experienced themselves and could not evaluate them before. By modeling of a certain situation they can pay attention to their own thoughts and actions, create new conclusions, form opinions and attitudes which in real life they could not form or they chose them incorrectly and without expected effects. This method brings out the interest for finding the best possible solution, motivates to deeper thoughts and independent decision making.

#### **Method and rules:**

- a) We prepare a model story in advance and introduce it to the students – through a work sheet or by the teacher's announcement.
- b) We make sure to find out the level of understanding of the presented text by additional questions given to the students (*e.g. What data is important in the story? Why did the people act the way they did and what were their motives? Who are the main characters in the story? What really happened?*) – This check is necessary before the beginning of the model situation; it clears up potential misunderstandings or incorrect understanding of the situation.
- c) We begin to defend or dispute different points of views about the story – during this it is necessary to define a clear and understandable problem – this process happens through the method of guided discussion as students answer our questions (*e.g. What the reasons for or against a certain solution? Which arguments were the most persuasive? What impact will the solution which you suggested have on all involved? Do other alternatives exist?*)
- d) We make sure that an atmosphere of trust and safety exists – no opinions should be ridiculed, all ideas are welcomed, each person should get a room to express themselves even though their solution is controversial or not so popular.
- e) Together we weight out all the opinions before we accept a solution.
- f) All students should then work together towards a united solution. It is not a problem if there are more solutions available.
- g) We tell the students about the given standard norms which should be taken into consideration in a real situation. Those can be discussed again and any unclear points can be clarified and compared with the suggestions of other students.
- h) Even here it is important to realize that a certain amount of expertise is needed to avoid negative impact of the activity.

#### **GROUP WORK**

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

**Methods and rules:**

- a) Divide students into groups – either randomly (e.g. by casting-off), or according to a rule (boys/girls, co-ed groups including excellent, average and weaker students together, and so on).
- b) The number of members in the group can be different, optimum is five students (odd number can ensure the majority of an opinion when voting). If there are more students in the group than five, not everyone can get heard, the work can get slowed down and become less effective.
- c) If there are problems in the beginning of the group work, we provide assistance to clear things up and explain and then let the students work independently.
- d) Set the task clearly, we make sure that everyone understands and that everyone has enough information for their work.
- e) Set the time limit in the beginning, it should be long enough to allow for quality work.
- f) We evaluate the group as a whole.
- g) We are prepared for an increase in activity in the classroom while students work.
- h) We walk around the classroom and assist if needed, we do not take over the leadership, more so we listen in.
- i) The members of the group sit together so that they can hear each other well, only that way each student in the group can be involved.
- j) Each person in the group should be heard, the rest of the group learns how to make compromises and cooperate.
- k) It is important to lead the students to have the willingness to listen, to support others and solve conflicts which may arise.
- l) During some activities we can gradually increase the size of the groups, from two to four and larger.

**INSERT METHOD**

This activity allows for better understanding of text, explanation of terms or parts of text which may be unclear or not easily comprehensible. Use of this method prevents to well known moments when we as a teacher present the text before the class or the students themselves.

**Method and rules:**

- a) Each student works with their own copy of text which is prepared in advance by the teacher.
- b) We explain the students the marks/symbols they will using during their work with the text – **plus sign (+)** = understanding/agreement, **minus sign (-)** = not in agreement, **question mark(?)** = not understanding/unclear/need to supply more information, **exclamation point(!)** = main thought/substance of the message.

- c) Each student analyzes the text by using these symbols, which they add into the text according to their need at the end of the sentence or paragraph.
- d) It is important to leave enough time for the students so that they can analyze thoroughly and without hurry.
- e) We divide the class into smaller groups in which the students share their comments, together they attempt to remove any misunderstandings or unclear parts and they formulate a list of thoughts which they need to discuss further. They also formulate the main theme of the text.
- f) The results of the group work are then presented by each group with the help of flipcharts which are then put up on the wall in the classroom.
- g) The whole classroom is then attempting to remove or explain any unclear parts through guided discussion. We distinguish the already clear parts on the flipchart with colored marker for better orientation.
- h) Further unclear parts then become an impuls for finding out other information, e.g. through the form of a project.
- i) In the end students should agree on a formulation of a main thought/topic of the text.

## **JIGSAW METHOD**

This activity is appropriate if we need to familiarize students with theoretical information, or lead them towards making conclusions by themselves. Instead of lecturing in front of the classroom students work in groups and from the prepared texts they look for new and important information and also attempt to clarify any misunderstandings or vague information. This activity leads to self-reliance, the ability to analyze text, deduce new questions and issues. It is appropriate as a beginning activity for further tasks.

### **Method and rules:**

- a) We prepare the text with relevant new information for students in advance. (*In our case for example terms regarding environmental issues, undemocratic regimes, gender, media, poverty, tolerance.*) This text we divide into 4-5 separate parts, according to whether students work in groups of 4 or 5, we number those parts of text from one to four (five) and copy according to the number of groups.
- b) We divide the class into so called “*home groups*” (4 or 5 students in group) we hand out the text so that each student in the group has a different part of the text (with a different number).
- c) Immediately after that the home groups divide into groups according to the numbered text they are holding in their hand (one group will be formed by students with text numbered 1, next one with n. 2, etc.) Therefore in the new groups each student will have the same text.

- d) Students work with text in the groups: clarify things, choose the important facts, write down questions they would like to know and outline the main theme.
- e) After the pre-set timelimit (according to the difficulty of text, approx. 10 min.) all students return to their home groups and familiarize the other students in the home group with their part of the text, now thoroughly analyzed.
- f) All groups then write down questions and examples onto the prepared flipchart paper which stemmed from the analysis and together the class discusses it.

## **OPINION SCALE**

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

### **Method and rules:**

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

## GUIDED DISCUSSION

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

### Method and rules:

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

## PROJECT EDUCATION

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

### Method and rules:

- a) We give students a specific task to complete (*e.g. find out all available information about people with disabilities*), it is good when the suggestion for topic comes from students themselves and their own initiative. The contrary could be a reason of failure of the endeavor.

- b) It is necessary to suggest more concrete plan and structure of the project
- c) Our level of intervention stems from the level and knowledge of the student group.
- d) We monitor the smooth development of the projects and are available for consultations for specific parts of the project.
- e) We ensure the time line of the project is adhered to and remind students the deadlines.
- f) Students present results of their project.
- g) The activity is completed by discussion about the results of the project, which can offer a motivation for further research.



## DANCING WITH STYLE

Xander de Boer / Netherland / 17 / 2012

Ever since primary school, Eugène has been mocked and bullied by his classmates, not only because of his unusual name but because of his love of classical dance. Dance gives the 14-year-old a sense of freedom, which is why he will never give it up. But he wants his classmates to respect him. So one day Eugène decides to take a risky step: he will show the whole class how beautiful and expressive dance can be. Will his classmates accept him in spite of his unusual hobby?

*Source: One World festival*



## BACKGROUND INFORMATION

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

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

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

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

**The second stage represents physical aggression and increased manipulation.** The pupils release their negative feelings towards the ostracized schoolmates due to upcoming difficult test, their own conflict with a teacher or just because they hate going to school. Manipulation grows stronger and first we can see mostly a subtle physical aggression.

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

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

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

### 2. Is bullying a matter of certain age?

Bullying is omnipresent and can accompany us our whole life. It starts in the family with siblings and continues in kindergarten, other schools, hobby clubs, in employment (mobbing – bullying on the job, bossing – subgroup of mobbing done by a boss), in partnership relations

(domestic violence), in hospitals, e.g. in psychiatric wards, amongst tenants of an apartment building and so on, and it can end with maltreatment of the elderly in their families or in retirement homes.

The potential for bullying is in ill relationships and the embryonic versions of bullying are present almost everywhere, therefore the illness can manifest itself almost anywhere and at anytime. Besides, research shows that the beginning stages of bullying crop out more or less in every school.

Bullying is a dangerously sprawling social illness of the society and it leads towards a damage of health of an individual, groups – including family – and society as a whole.

### **3. What is so called cyberbullying?**

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

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

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

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

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

The substance is the same. The difference is:

- a) **Traditional indirect bullying happens mostly face to face**, in personal contact or at least in the school environment. Whereas, cyberbullying happens without the personal contact - in the cyberspace which is also in the home environment of the victim.

- b) Cyberbullying as opposed to regular indirect bullying uses more effective weapons, no conventional letters and telephone, but weapons of “mass destruction” – the internet and mobile phone.

These „advantages“ of cyberbullying have crushing effect:

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

## **5. How can bullying be prevented?**

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

## **6. Can strict discipline prevent bullying?**

Discipline itself does not resolve bullying. The cruelest forms of bullying happen in places with strict hierarchy and authoritarian approach, where the strict discipline is typically upheld. Environment with outstanding discipline – army barracks, behavioral treatment institutions and jails – have unmatched levels of bullying.

## **7. What are the profile of an aggressor and the profile of a victim?**

It is not easy to sum up the characteristics of the victim of bullying. Almost each group finds a smaller victim and the criteria are very varied. Sometimes it is not important, who is the victim and what character does it have, because the selection is very random. **With a little bad luck, any child can become the victim.** Although there are some „typical“ victims, who

are maltreated repeatedly - the strongest „magnet“ of the chronically bullied children is an increased vulnerability and obvious timidity.

The aggressors-initiators are always the „strong“ ones, at least in the given group constellation. It means these are pupils who can hide their fear (even from themselves) and misuse the fear of others. From a practical diagnostically and correctional standpoint we can note the existence of three significant types of aggressors – initiators of bullying (the tough guy, the good guy, the joker).

#### **8. How are the perpetrators of bullying sanctioned?**

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

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

#### **9. Can this problem be solved if the victim changes schools?**

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

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

#### **10. Are there any organizations, which pupils can turn to with the problem?**

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

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

#### **11. What a child who is the victim of bullying do?**

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

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

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

#### **12. How about peer bullying issue in Mongolia?**

When we ask from the teenagers what's the most difficult for you they reply that BULLYING. And what do you think about bullying they say that How does bullying differ from upsetting and hurting someone else accidentally?

#### **Are there any survey about peer bullying in Mongolia?**

Past years in 1991-1992 about 33530 children were drop out from the school. Good news is that from the report of the 2013 Ministry of the Education the number is decreasing day by day now 1065 students are dropped out from the school. 770 out of 1065 students are disable. Also 80% of them are dropped out at their primary school. And most of them causes of the peer bullying.

#### **13. What does high school social worker say about this issue?**

The high school social workers say that there are 2 types of bullying. First one is bullying from the teachers side from the point of view that they are adults teachers blame and going over their students which makes their students feel painful mentally. And the second one is from the teenagers in school environment. Bullying among the peer is very common in school environment but it's very rare to take appropriate measures to resolve it. The main reason of the issue is difference between their physical developments, family background and their

income status, economy potential, different point of views and age difference. Nowadays cyber bullying is very common and it creates physical violence. This has negative psychological and physical effects on the victim, and the school rarely takes enough measures to resolve all the issues. Social workers say they prefer to encourage mutual compatibility, but not all students get along and resentment remains between both parties. Students become more prone to psychological pressure even more than bullying. This causes students to dislike classes, attain lower grades, leave school, and even has a negative effect on their health; however, not enough studies have been done to gather statistics on this fact. Still, whenever social workers and teachers meet with students, they all agree that bullying is very much real.

<http://society.time.mn/content/48905.shtml#sthash.Sk3bkpfl.dpuf/>

Answers written by:

Michal Kolar, Community against bullying, o.s.

## THE WALL WITH INSCRIPTIONS

**Relevant topics:** human (child) rights, bullying

**Learning Objectives:** to clarify the attitudes on the issue of bullying  
to formulate approaches, think critically and rationally argue

**Time:** 45 minutes

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

### Approach:

- We give pupils papers and asks them to write three statements that begin with the words: "Bullying is..." Each statement has its own idea and is written on different piece of paper.
- We divide the pupils into groups of 5 or 6 students in each.
- Each student introduces their sentences to group members.
- Each group summarizes their repeated ideas after reading sentences
- Sentences ought to be categorized
- Each group reads the statements and remove or unite those that express the same idea. They classify the statements into larger groups.
- The pupils write on the coloured papers the statements that were created during the group work. Each group sticks coloured papers on the big paper representing the wall. In this way we create the "wall with inscriptions".

### Reflections:

In the end of the activity we read the statements and discuss them.



## ATTITUDE TO MINORITIES

**Relevant Topic:** minorities, tolerance, human rights

**Learning Objective:** to realize the difficulties related with stereotypes  
to develop empathy

**Time:** 20 minutes

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

### **Approach:**

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

### **Reflections:**

The reflexion takes the form of the discussion. We watch which minority was criticized least. We try to lead pupils to the conclusion: To groups that we know best, we have least stereotypes.

## MY BODY

**Relevant Topic:** tolerance, human rights

**Learning Objectives:** to realize the relationship to your body  
to realize that the body forms human personality

**Time:** 25 minutes

**Tools:** a worksheet and a pen for each pupil

**Approach:**

- Each student draws themselves and highlight their most favorite part of body.
- We start the activity with the discussion. We ask: *What is your relationship to your body? Are you satisfied with your body? Do you take care about your body?*
- We emphasise that the physical body and the psychological characteristics form our personality. The physical condition affects our mental health, emotion or thoughts.
- Each pupil gets the worksheet. Their task is to answer the questions. We remind the pupils that it is important not just focused on the physical characteristics but also think about the psychological characteristics.
- The pupils compare their answers in the pair.
- Allocate work sheets to every student and they write their thoughts about their bodyparts.
- Discuss with the student that there are no useless part of body. Students can speak about the experiences of their life

**Reflections:**

The reflexion takes a form of discussion about the pupil's answers. Students write a slogan about loving and respecting themselves. Also they can write a letter to their beloved parents and family.

## WORKSHEET

My body is:

The most important part of my body is:

As for my body, the most I can rely on:

At school, I use most often (part of my body):

In my leisure time, I use most often (part of my body):

My friends like my because:

My hands like:

My feet like:

My eyes like looking at:

If I could change the colour of my skin, I would like to be:

If my body could complain, it would complain on:

I do to keep my body healthy:

I am hurting my body by:

My hardest disease was:

My hardest injury was:



## IN THE TRAP – STILL IN THE TRAP

Helena Třeštíková / Czech Republic / 28 / 2003

As the film's name suggests, the theme is of long-term drug addiction. Told by recapitulating the life of an addict named Katka, it convincingly shows how taking drugs is not only a short episode in life from one particular moment but a lifelong story. The film also explores the issue of methadone treatment: Katka is admitted to a programme and tries to fulfil its conditions, but sometimes fails and struggles to find her way back. Katka's uncertain future, inability to fit into society – and her physical deterioration – are depicted so honestly that this film will leave a strong emotional impression on the viewer.

## BACKGROUND INFORMATION

### 1. What is a drug?

A drug is a substance that affects the central nervous system and changes the perception and experience of people. Its use can lead to addiction. **Taking certain drugs of plant and animal origin has been part of human existence since the very beginning.** In earlier times, the use of drugs was usually tied to clear, fixed rules associated with spiritual ceremonies with a therapeutic character. The oldest used drugs are substances with hallucinogenic effects, opium, alcohol, cannabis and coca leaves. Currently drugs (addictive substances) are used mostly for relaxation, entertainment, escape, inducing altered states of consciousness, etc. In the modern era, besides natural drugs also new synthetic drugs (methamphetamines) are produced.

### 2. How are addictive substances categorised?

Addictive substances can be classified according **to many criteria** (the degree of health or social risk). We often talk about illegal drugs (marijuana, heroin) and legal drugs (especially nicotine and alcohol) – but it does not mean that legal drugs are less dangerous than illegal ones. Among the best known and most widespread addictive substances are legal drugs, such as alcohol and tobacco.

According to the way the drugs affect the organism, we can divide drugs thusly:

- **Hallucinogenic drugs:** natural (psilocybin, bufetenin), semi-synthetic and synthetic hallucinogenic drugs (LSD)
- **Cannabis:** especially hashish and marijuana
- **Opioids and opiates:** mainly heroin, opium, morphine and codeine
- **Stimulants:** methamphetamine and cocaine
- **Volatile substances:** such as toluene, laughing gas
- **Synthetic “dance” drugs:** the best known representative of this group is ecstasy
- **Medicinal drugs:** sedatives, tranquilizers, analgesics

### 3. What are the consequences of drug use?

If an individual uses the drug in larger quantities and repeatedly, the risk of dependence on the substance increases. Frequent and excessive consumption of drugs can lead to physical (liver cirrhosis) or mental (anxiety) damage, which may be temporary or permanent – and that may end, in the worst cases, in death.

### 4. What are the risk factors that can lead to drug use?

Whether an individual will start taking drugs or become addicted to them can't be determined in advance. However, there are **risk factors** that increase the probability of drug addiction. It is a **combination of hereditary, psychological (personality) and psychosocial factors**.

## **5. How can we help people who are addicted?**

The society should try to strengthen in young people those skills, attitudes and personality traits that reduce the probability of drug use (primary prevention). During experimentation with recreational drugs (marijuana, ecstasy) complications can be managed with short-term professional intervention. If a drug addiction has developed, the society can provide the drug-addicted person with so-called low-threshold services (these services are provided by staff in centres and outreach workers), the main objective of which is to reduce the harm caused by the drugs (exchange of clean injecting equipment, crisis intervention, etc.). Addicts have the opportunity to seek professional help and begin to heal. Follow-up social rehabilitation (resocialisation) and abstinence facilitate reintegration into society and reduce the risk of relapse.

## **6. What happened to Katka?**

In 2007, Katka became pregnant and gave birth to a baby girl named Tereza. At the time, Katka claimed that she would quit taking drugs – this time, definitely. But, unfortunately, she was taking drugs also during the pregnancy. When born, her baby girl Tereza was also drug addicted: she had cramps and since her first days also had to receive morphine. For three days Katka nursed her, but then she ran to a friend named Roman who also took drugs. So Tereza was raised by Katka's mother. Currently, Katka takes the withdrawal drug Subutex, but she also takes methamphetamines, at least once a day. She has visited her daughter. Katka is still dreaming of a life without drugs.

## **7. Drug consuming in Mongolia**

Our country has been celebrating anti-drug day for 13 years. The leader of "The Community of Protecting Public from Drug", Ph.D. Lhagvasuren says "Past years, we have done trainings, and placing billboards and advertisements. Actually we have managed trainings for teenagers. In our country, the number of teenagers who are addicted in drug increases every day. There are no surveys about addiction of drugs. But The Community of Protecting Public from Drug had done survey about the number of people who use drug and what drug they usually use over the country. In 1999, according this survey, 45 people accepted that they addicted in drugs and we thought it was being possible to fight against drug addiction. But in 2006, the number rose to 410. And today there are 561 people use drug. This is just number revealed by a survey. Scientists prove that there are 4 more people behind a drug user, which means there are more than 2000 drug user exist. Last time, this year, National Health

Organization and National Health fund have funded some organizations to take survey from 100 drug user. 49 percent of surveyors use cannabis, and others use LCD, ecstasy, ice and more drugs. The most dangerous one is LCD, and it drives to madness. 28 of 100 surveyors are user of LCD. Also one user usually uses 2-8 kinds of drug instantly. They answered that it causes of availability. We have done this survey to reveal many things.

Answers written by:

Roman Gabrhelík – Psychiatric Clinic of Medical Faculty of Charles University in Prague  
<http://mn.vom.mn/i/1203>

## **TO SAY NO**

**Relevant Topic:** addiction

**Learning Objective:** to know how to refuse drugs  
to know the basic techniques of assertive behaviour

**Time:** 30 minutes

**Tools:** a worksheet for each group  
a sheet of paper and a pen each pupil

**Approach:**

- After screening of the social spot we ask the pupils: *Do you know someone who smokes? Have somebody ever offered you a cigarette? How did you react?*
- We divide the pupils into groups of 4-5 people. The task of each group is play the short scene on the topic “How to behave when your friends convince you to smoke”
- The groups present the results of their work.
- The pupils vote for the best scene.
- We explain the pupils that there are some techniques how to refuse such a suggestion. We distribute the pupils the worksheet with the methods of assertive way how to refuse.

**Reflections:**

The reflection takes a form of discussion. We discuss the topics that arise from the activity. We recommend them to use the techniques from the worksheet.



## WORKSHEET

### HOW TO SAY NO

I don't see, I don't hear

We ignore the offer, we just go away

Refusal without words

We shake our head, we have refusing facial expression, we quickly end the situation

Just say NO!

After the offer we energetically answer NO! without any explanation

Refusal by offering better option

We refuse the offer and we offer the proposer another variant of situation

Technique of broken record

We constantly repeat the same sentence. We do not explain anything. We do not discuss. We repeat for example: I do not want.

Refusal by counterattack

We can use this technique instead of apologizing and explaining. We refuse and we criticize the behaviour of the proposer.

## THE TREE OF MY ABILITIES

**Relevant Topic:** addiction

**Learning Objective:** to be aware of own abilities to fight against addiction

**Time:** 30 minutes

**Tools:** a sheet of paper, pen and colored pencils for each pupil

**Approach:**

- We distribute the pupils the worksheets and explain them that this is the tree of their abilities. The strong branches symbolize excellent performance and successes, weaker branches symbolize smaller successes, the root symbolizes the sources where we take energy.
- We ask the pupils to write on the worksheet (on the tree) their successes and sources of energy. We remind them not to forget devote at least one branch to the fight against their bad habits.
- After individual work pupils present their trees.

**Reflections:**

The reflection takes a place during the presentation of trees. We discuss with the pupils their bad habits and how they fight against them. We ask: *What bad habits do you have? Why it is hard to fight against bad habits? Which habits destroy your health?*

## WHAT CAN I GET, WHAT CAN I LOOSE

**Relevant Topic:** addiction

**Learning Objective:** to be aware of the negative aspects of drug use

**Time:** 20 minutes

**Tools:** worksheet and pen for each pupil

**Approach:**

- We start the activity with screening of the film.
- After the screening of the film we distribute the pupils worksheet and ask them to write as many thinks that Katka got by abusing drugs.
- The pupils present results of their works. We can write their answers on the board or flipchart.
- We ask the students to write as many thinks that Katka lost by abusing drugs.
- The pupils present results of their works. We can write their answers on the board or flipchart.
- After this, students write about what Katka did lose. Also teacher list their ideas on the board or sheet.
- We compare the thinks that Katka got and lost by abusing drugs and discuss with the students influence of drugs on her life.

**Reflections:**

The reflection takes a form of discussion. We discuss with the pupils the consequences of drug abusing. We ask the pupils: *How does the drug abusing influence the junkie? How does the behaviour of the junkie change? How does the drug abusing influences the relations with other people (in family, with friends)?*

## WORKSHEET

What did Katka got by abusing drugs?	What did Katka loose by abusing drugs?



## PUNAM

Lucian Muntean, Natasa Stankovic / Serbia, Montenegro / 27 min. / 2005

The child's voice of nine-year-old Punam Tamang transports us to the Nepal city of Bhaktapur. There we are presented with a stark description of the hard life of this young girl and the dismal social conditions in which she lives. Punam's mother died when she was only five. She was left with her father, her newborn sister Rabina and her two-year-old brother Krishna. The Tamang children see little of their father because he works from sunrise to sundown in a rice factory, in order to earn enough money for their school fees (\$1.50 USD per month/student), and so during the daytime Punam has to take care about her siblings. The film also takes us into the world of Punam's friends whose families do not make enough money to afford the school fee. Instead of studying, these children have to work in a stone quarry or brick-making factory to help their families get by. The film captures the hard work the children are required to perform and also takes a peek into the poor five-grade school that represents Punam's symbol of hope. She believes that education ushers in progress and is the only opportunity for improving their situation – perhaps bringing about new job opportunities in better conditions. We look at the situation through the eyes of this young Asian girl, who dreams of becoming a teacher and helping other children in situations like hers. Punam assumes the roles of head of the family, caregiver and homemaker.

*Source: One World festival*

## BACKGROUND INFORMATION

### **1. Is the school attendance in Nepal compulsory?**

Yes, it used to be only three years of elementary school, but in the present the compulsory attendance is five years. Despite of that, some children do not attend school because the financial situation of their parents does not allow it.

### **2. Do all schools in Nepal require students to pay school fees, or are there some schools which one can attend free of charge?**

In Nepal there are also schools where students do not have to pay school fees. In each Nepalese town, there are public schools which are free of charge and private schools where students must pay school fees. In the Baktapur town, where Punam lives, there are three public schools. The problem is that these three schools do not have enough space for all the children from the town, so some children have to attend the private schools.

Children from rich families attend the best private schools because the most quality education is ensured here for them. In these elite schools the best teachers and professors are employed (school fees at these schools range between 15-20 EUR a month). Children, whose parents cannot afford to pay these expensive schools, attend cheaper, less quality schools, where the school fees are approx. 4 - 6 EUR a month. Unfortunately, the majority of children does not even have enough money to afford the cheaper schools and therefore they have to attend the cheapest schools. There they pay about 1EUR a month (Punam attends such school). Others may even stay home or go to work and never learn how to read and write.

### **3. How is it possible that the Nepalese employers hire child laborers? Is this the case elsewhere in the world? Isn't child labor unlawful?**

Only about  $\frac{3}{4}$  of children in Nepal attend school (73%). Even fewer of these children finish school (76% of boys and only 63% of girls). It is estimated that 218 million children all over the world are at work, of which 165 million are children aged 5–14 years. 126 million children work in particularly dangerous conditions (e.g. in mines) or are forced to perform activities that seriously disrupt their healthy development (such as working with chemicals). Moreover, many are working openly as modern-day slaves. Even though the situation is slowly improving, every fourth child in sub-Saharan Africa is working (26%). In Asia and the Pacific region, almost every fifth child works (19%), and 5% of all local children work in Latin America. The largest number of working children lives in India.

The children are not employed officially. The company and factory owners employ the parents and the children go to work with them to help the parents. In the stone quarries and brick factories the workers are paid by the amount/volume of the work they do. The more stones the worker breaks or the more bricks they build, the more money they make. For example, in the brick factory the owner counts the number of bricks made at the end of the day and then pays the worker. That is why the children help their parents and work with them.

Each, although child, pair of hands means extra help for the parents, more bricks made, therefore more money earned. A family working in a brick factory makes that way approx. 20 EUR a month.

Although it is not officially allowed for children to be used as a labor, unfortunately we can see child labor practices all over the world. Children from various parts of Africa, Asia or South America work on daily basis. The fact that they have to work daily since early age, is only one of the problems which they have to face.

Most children (70%) work in agriculture, ranging from small family farms to large plantations of crops intended for export (e.g. cocoa, cotton, tea or coffee). A million children also go down mines every day. Others are exploited as child soldiers, or are sold as slaves for the purpose of forced labor, selling drugs or prostitution. Other children also work in factories and workshops, as domestic servants or street hawkers. Such work also prevents children from attending school and having a carefree childhood. For example, in Nepal, India and Pakistan, millions of children work 12 or more hours a day in the unhealthy conditions of plants for making carpets and fabrics as well as silk works.

Child labor is illegal, but the laws are not working. It is difficult to eradicate the practice, because there is a demand for it among firms on the market. Children don't know their rights. They cannot defend themselves as adults and they work for a minimal wage or, in most cases, they work completely free-of-charge. Demand for ever-cheaper products in rich countries forces companies to constantly seek cheaper and cheaper labor. Children in developing countries are the cheapest source of labor.

#### **4. Why the parents cannot afford to send the students to school? It seems that the school fees are not so high.**

We must take into consideration that a family which works in a brick factory earns about 20 EUR a month. Because in Nepal, most families have 3 – 4 or more children we can easily count that if the parents send all their children to school the rest of the earnings would not even suffice for food. Many families send to school only one child, while the others take care of the household and help parents in their work. Usually only boys or the eldest son are allowed to have an education. Besides poverty, many parents priorities boys' education because they think that girls don't need to be educated, as they will soon get married anyway and spend their time looking after children and managing the household. Consequently, two thirds of children who don't attend school are girls.

Most often education is afforded to the oldest son. Many parents cannot send their children to school also because besides school fees they also have to pay for school books, notebooks, pens, paints and other school supplies. Students have to pay for these items in public as well as private schools. Another problem is the lack of schools and good teachers in rural areas. Parents are afraid to let their children go to distant schools, where they could be exposed to danger on the way to lessons, particularly if they are girls or in a conflict zone.

#### **5. How did the film making influence Punam's life? How is Punam doing now?**

The authors of the film decided to support Punam and her family on a long-term basis. In the present time they pay school fees and school supplies for Punam, Rabina and Krishna, which helps the whole family a lot. They would like for all the siblings to get a good quality education so that Punam could have the opportunity to study at a college in the future. It seems that making the film will have a major impact on Punam's life.

**6. How can Punam's life change if she manages to gain higher education?**

If Punam finishes university, she will have a better chance to gain better job in the future. She will not have to work at a farm, factory, brick factory or stone query; in all these places her wages would be very low. With good education she could become a teacher or a doctor, she will have the opportunity to work in a firm, store or a bank. That way she will earn more money and live in a nice house and send her children to school. Consequently, she will make more money. She will be able to live in a nice house and lead a normal life. She will not have to get married too young. As an adult woman, she will give birth to healthy children, whom she will one day be able to send to school. The vicious circle of poverty will be broken and she will be given hope of a happy and healthy future for both herself and her children.

**7. A broken leg is usually treated in our country without long-term consequences. Why is then Rabina handicapped this way for life?**

Rabina fell out of a window and broke her leg. Because her parents did not have the money to bring her to a doctor who would put her leg in cast so it grows together properly, the leg did not grow right. The fracture did not heal right due to the fact that Rabina does not drink milk or eat cheese or other milk products since her father cannot afford to buy it. Rabina is not getting enough calcium which helps to growth healthy bones. The authors of the film decided to pay for a surgery which would help Rabina's leg to grow right.

It generally holds true that working children get sick a lot more frequently, or suffer injuries more often than children who can attend school. It is estimated that around 22,000 children die in work every year. Many more children, however, get injured or their health is destroyed by the influence of dangerous working conditions. Because a child's body is still developing, it is a lot more sensitive to chemicals, for example, which children use while working in industry or agriculture. Children are also a lot more sensitive to the effects of physical labour that they perform in quarries or in the construction industry. It is difficult for an injured or sick child to obtain decent healthcare. Treatment and medicines are not free, and children can hardly pay for them with their minimal wages. Because they are working illegally, their employer has no obligation to take care of them when they fall ill or suffer an injury.

Answers written by:

Lucian Muntean, director and cameraman of the film

Natasa Stanković, script writer and producer of the film



## CINQUAIN

**Relevant topics:** human (child) rights

**Learning Objectives:** to realize the value of human individuality  
to reflect the film

**Time:** 20 minutes

**Tools:** worksheet and pen for each pupil

**Approach:**

- After screening of the film we explain the pupils the five-leaf clover method and asks each pupils to create a five-leaf clover for Punam:
  1. line – one subjective: topic, eg. Punam or child labour
  2. line – two adjectives: Expressing description, characteristics or features of the subjective
  3. line – three verbs: answering what is the main character doing or what is happening to her
  4. line – four word expression or sentence: expression of feelings from the story
  5. line – one subjective: a word of the same or similar meaning which summarizes the substance of the topic
- We distribute them the worksheet where the method is described and ask them to fulfil it.
  - Students place 5 blooms on the wall and learn from each others

**Reflections:**

We end the activity by discussing the cloverleaf's of the pupils with the whole class. Teacher discusses with pupils how and if we could help children who cannot attend school due to the lack of money.

## WORKSHEET

### THE CINQUAIN METHOD

It is a five line poem, which entails connecting of information and opinions into short phrases, which describe the topic or they reflect on it.

1 \_\_\_\_\_

a one word title, a noun that tells what your poem is about

2 \_\_\_\_\_, \_\_\_\_\_

two adjectives that describe what you're writing about

3 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

three -ing participles that describe what your poem is about

4 \_\_\_\_\_

a four-word phrase that tells more about what you're writing about

5 \_\_\_\_\_

a synonym for your title, another noun that tells what your poem is about

### EXAMPLES:

volcanoes  
red hot  
exploding burning smoking  
large natural fire stove  
hell

reading  
fluent active  
learning enjoying asking  
lamp shines in darkness  
guidance

## MY DUTIES

**Relevant topics:** human (child) rights

**Learning Objectives:** to be aware of the duties that they have  
to formulate their attitudes

**Time:** 45 minutes

**Tools:** a sheet of paper and pen for each pupil

**Approach:**

- We ask the pupils to describe their day - how long they sleep, are they at school, help with household, and do their hobbies. After they finished we ask some pupils to present result of their work.
- We screen the film.
- After screening of the film we ask the pupils to write down all the activities (duties) which Punam has to do during each day.
- After they finished we ask them to circle those activities on their list, they themselves also perform.
- We divide the pupils into groups of 4 people and present to each other the results of their work. We ask them to discuss the activities that Punam have to do, the activities that they have to do and also about who in their family does the activities that stayed encircled.
- We ask the groups to present the result of they work.

**Reflections:**

Reflection takes for of discussion. We ask the pupils to compare their duties and Punam duties.

## THE WAY TO SCHOOLS

**Relevant topics:** human (child) rights, education

**Learning Objectives:** to be aware of importance of education for the future life  
to be aware of obstacles in education that some children face  
to be aware of consequences of lack of education

**Time:** 45 minutes

**Tools:** a sheet of paper and coloured pens for each group

**Approach:**

- After screening of the film we divide pupils into groups of 4 people and give them the sheet of paper and coloured pens.
- We ask the student to write all obstacles that Punam has to face in her way to education (What must she overcome to get the education?)
- After the pupils have the list of obstacles we ask them to draw her way to school with all these obstacles.
- After the group work we ask the result of their work.

**Reflections:**

Reflection takes for of discussion about how to help Punam. We ask the pupils: *How can we help her? What would you recommend her? Why is education so important? How can education change her life?*

## THE TREE

**Relevant topics:** human (child) rights, family relations

**Learning Objectives:** to be aware of their values  
to be aware of their emotions and to know how to describe them  
to develop the empathy

**Time:** 45 minutes

**Tools:** twice worksheets and pen for each pupil, blackboard or flipchart

**Approach:**

- In the beginning of activity we ask the pupils to define the term values. We make sure that all the pupils understand it.
- In the form of a brainstorming session, we focused on the topic *What values are important for you and your family*. All their ideas are written on the blackboard or flipchart.
- Give a task to draw a tree and on each branch to show their family valuable things.
- 
- We give the pupils the worksheet and ask them to write into the roots the values of their family (what is most important for their family), into the tree trunk their values (what is important for them) and into the branches what can they thank to the roots and tree trunk develop.
- We screen the film.
- After screening of the film we give students new worksheet and ask them to fulfill the worksheet from Punam's point of view.

**Reflections:**

Reflection takes form of discussion. We ask the pupils to compare worksheets from their point of view and the worksheet from Punam's point of view.



## JAN'S MOM

When Jan, 11, wants to say something to his mother, he has to tape himself on a dictaphone and send her the recording. His mother has been in jail for a year and faces another 18 months behind bars. This Dutch documentary maps the sensitive subject of the relationship when a mother is separated from a child. Though Jan visits his mother and sends her “letters”, it is not the same as being together. His dad and grandmother give him support, but still he misses his mom. How she actually lives in prison is what troubles him most. Will he dare ask her?

## **BACKGROUND INFORMATION**

### **Drug trafficking and abuse**

Drug trafficking and abuse are not widespread in Mongolia, but continue to rise and draw the attention of the government. Mongolia's young, burgeoning urban population is especially vulnerable to the growing drug trade. The government continues to implement the National Program for fighting Narcotics and Drugs adopted in March 2000. The initial five-year plan was completed in 2005, but the government has not yet decided on any changes for the next period. The National Council headed by the Chief of Police coordinates implementation of this program. The program is aimed at preventing drug addiction, drug related crimes, creating a legal basis for fighting drugs, implementing counter narcotics policy, and raising public awareness of the drug abuse issue. Mongolia is a party to the 1988 UN Drug Convention.

### **Status of Country**

Mongolia's long unprotected borders with Russia and China are vulnerable to all types of illegal trade, including drug trafficking. Police believe most smuggled drugs come from China, and are carried by Mongolian citizens. Illegal migrants, mostly traveling from China through Mongolia to Russia and Europe, also sometimes transport and traffic in drugs. Police express particular concern that, if drug use in Mongolia continues to rise, organized crime involvement in the trade will grow beyond the current low levels. The government has made the protection of Mongolia's borders a priority. U.S.-sponsored projects to promote cooperation among security forces and training have provided some assistance. A lack of resources and technical capacity, along with corruption in the police forces and other parts of government, hinder Mongolia's ability to patrol its borders, detect illegal smuggling, and investigate transnational criminal cases.

### **Country Actions against Drugs in 2005**

Policy Initiatives/Law Enforcement. The Mongolian government and law-enforcement officials have increased their participation in international fora focused on crime and drug issues. Mongolia became a member of the Asia-Pacific Group on Money Laundering in 2004 and has committed to adhere to Financial Action Task Force (FATF) standards, while seeking participation and eventual membership in the FATF.

### **Drug Flow/Transit.**

Marijuana is the most widely used illegal drug. A small amount of marijuana is grown within the country, and appears to be consumed locally. Reports indicate that the availability and use

of marijuana, heroin, cocaine, amphetamines, and over-the-counter drugs have increased. However, no reliable surveys exist of drug usage, nor is there any official database of drug convictions. The Mongolian government is alert to precursor chemical production and the potential for diversion. The government has closed some facilities, suspected of diverting chemicals, but foreign interest in securing precursor chemicals in Mongolia continues to surface.

### **Agreements and Treaties.**

Mongolia is a party to the 1988 UN Drug Convention, the 1961 UN Single Convention as amended by its 1972 Protocol, and the 1971 UN Convention on Psychotropic Substances. Mongolia also is a party to the UN Convention against Corruption. The government of Mongolia attempts to meet the goals and objectives of international initiatives on drugs. The United States and Mongolia have in force a customs mutual legal assistance agreement. During the year, Mongolia's Minister of Justice and Home Affairs visited Russia and discussed improved information exchange and cooperation on cross-border crime of all kinds, including narcotics.

### **How about the situations of Mongolian citizens getting involved in drugs or narcotics related crimes and the reasons?**

At the beginning there were a few people who were illicitly trafficking of narcotics for their own use. But today people are doing it for financial benefits.

The most cases that our citizens are accused are committed in China. In the bordering city Erlain of the Inner Mongolia the usage of the narcotics is increasing as the number of prostituting and human trafficking increases. And the victims of those crimes now becoming traffickers of narcotics for the last 2-3 years.

### **Why people get involve in the drug crimes?**

The mafia groups which runs this kind of businesses are using the advantages of Mongolian citizens who want easy money and don't need visa to travel to China.

In 2013, 4 of the Mongolian citizens were involved in such kind of crimes in abroad while 3 to 4 crimes with 74 defendants were registered in Mongolia. In 2014, 12 crimes with 27 defendants were registered.

As for 2014 there are 37 citizens who are sentenced due to the crimes in abroad. Of those 15 are women and 21 are men. The punishment situation is; 9 are convicted with life imprisonment, 22 are convicted with imprisonment and 5 are convicted with death penalty.

Although the above mentioned facts do not look serious comparing to the other countries,



considering the international standard of 10 incidents behind one it is observed that the outlook of the situation is might get worsened.

**Are there any Law in Mongolia which is related to the Drug crime?**

In the 192th article of Mongolian Criminal Law “of narcotic and psychotropic drugs, substances, illegal logging, acquisition, storage, transportation, delivery," this type of crime in accordance with the provisions of the conditions is up to 15 years imprisonment, ,

In China 50 grammes of illicit trafficking of drugs for the purpose of financial benefit causes the sentence to death.

In Russia, this kind of crime punished by up to 20 years in prison and fine 1 million Ruble.

For the high school and university students it is very important to let them know about consequences of drug. Provide with good information about drugs to their parents teachers and it will influence to your future healthy society.

Our citizens who are traveling to the south eastern countries which this kind of crimes take much places should be aware of the risks of taking along strangersss carriages or leaving the luggage out of sight.

<http://www.gia.gov.mn/articles/view/82>

## BALL

**Relevant Topic:** family relations

**Learning Objective:** to reflect the film  
to realize the relationships in the class

**Time:** 10 minutes

**Tools:** a ball of wool

**Approach:**

- The pupils sit in the circle.
- We hold the ball of the wool and explain the pupils what we will do (see below).
- We hold the end of the wool and throw the ball of the wool to one of the pupils. The pupil that catches the ball describes the feeling that the film raised or describes what was important for him/her.
- After he/she answers, he/she holds the wool so that it is firmly tightened between us and him/her and throws the ball to another classmate. Each pupil can be involved more than one.
- We throw the ball of wool until each pupil has the opportunity to talk.
- We make sure that each pupil before the throwing holds the wool. Our task is to create the network between the pupils by throwing the wool.

Note: the activity is really good for the teacher who wants to find out in non-violent way the relationships in the class. We watch whether somebody gets the ball repeatedly or whether there is a pupil whom no one throws the ball. We try to involve all pupils.

**Reflections:**

Reflection takes place during the whole activity. We discuss with the pupils about the film. We also speak about the network that was created by the ball of the wool. We explain the pupils that the network involved all of them.

## ONE, TWO, THREE

**Relevant Topic:** family relations

**Learning Objective:** to make quick decisions  
to express the loss of a valuable item  
to see the difference between the loss of a thing and a person close

**Time:** 15 minutes

**Tools:** five strips of paper and pen for each pupils

**Approach:**

- We give the pupils five strips of paper and ask them to write down on each paper one thing that they cannot imagine living without. As soon as they have all written this down (two minutes), the writing materials are set aside and nothing can be changed on the paper.
- We begin counting slowly to three and we click our fingers on the count of three. At this moment, each student must throw away one piece of paper (one thing, which is important to them). We don't stop counting and we always click our fingers on the count of three. Each time, every student must throw away another paper until none remain. If they do not, we take one of their card.

**Reflections:**

Reflections take place in the course of the discussion. We ask the following types of questions: *How did you feel when you threw away the first thing? How did you feel when only two things were left? How did you decide on which thing to throw away first/last? What did you learn from this activity?*

## EAST OR WEST HOME THE BEST

**Relevant Topic:** family relations

**Learning Objectives:** to be aware of the values to which family leads (or should lead)  
to use pictures or other symbols to express the family members

**Time:** 45 minutes

**Tools:** blackboard or flipchart, a sheet of paper and pen for each pupil

**Approach:**

- In the beginning of the family we discuss with the pupils about the members who form the primary family and the values to which the family leads or should lead.
- We write on the blackboard or flipchart the proverb “*East or west home the best*”.
- We ask the pupils to explain the proverb and make sure that they understand.
- We ask the students to draw on a sheet of paper their house/flat and using symbols draw their family members into individual rooms (for example mother – symbol book because she like reading, room living room because there is a bookcase). The pupils also write to each member of their family what he/she appreciate on him/her and why and how this member of family influences his/her life.

Note: Before the lesson we can ask the pupils to bring the photo of members of her/his family and stick the photos on the picture.

The pupils discuss in pair what they draw and why.

Note: The activity can be conceived also as a project. We can ask the pupils to prepare the poster, comics, photo report, video or write a story about the selected ideas that were presented. They can use their own experiences. We recommend the pupils to divide roles in the group (writer, photographer, etc.) and write the script of the project. The groups can present the outputs of the project to their classmates or the whole school in the class.

**Reflection:**

The reflection takes form of discussion. We can ask the pupils: *What creates a home? Why there is no place like home? How can you help to create warm home? Can you affect the atmosphere at home? Could you be able to subordinate your "easy life" to needs of a loved one?*

## DO WE SPEAK TOGETHER

**Relevant Topic:** family relations

**Learning Objectives:** to be aware of the importance of communication and understanding in the family  
to know how to lead an active conversation with their parents.

**Time:** 45 minutes + homework

**Tools:** worksheet and pen for each pupil

### Approach:

- We ask the pupils how often and about what do they talk with their parents. We can ask: *Do you get together with your family for example during the dinner every night (or at least once weekends)? Are you interested in what other members of your family did during the day? Is the time that you spend with your family important for you? Why or why not?*
- We give the pupils the worksheets and ask them to do the interview with their parents. They should ask them the questions from the worksheet and write down their answers.
- The next lesson we ask them whether they fulfill the task. We can also ask: *Were your parents willing to talk with you? Was it a pleasant conversation? Was the talk with your parents a contribution to you?*
- We divide students into groups of 3 or 4 and ask them to talk in the group the information that they learned during the interview with their parents. If they do not want to share some information, we do not force them.

### Reflection:

The reflection takes form of discussion. We can ask the pupils: *What interesting/new did you find out during a conversation with your parents? Was it helpful for you? How? Why? Is it important that parents talk with their children and ask different questions than just "What was school today?" Why yes/not?*

## WORKSHEET

Ask your parent these questions and write down their answers.

Do we have something similar?

How (when, in what situation) I cause you worry?

How (when, in what situation) I make you happy?

What was it like when you were in my age and went to school?



## **BRUISE**

He is ten and he would like to play football with his classmates during the gym classes. But he does not want to change clothes with them in the changing room because he is ashamed of bruises which he has over the body. The bruises are caused by his aggressive father who beats him regularly.

## SEMAPHORE OF RIGHTS

**Relevant Topic:** children rights, domestic violence

**Learning Objective:** to realize how the issues of children rights relate to daily life

**Time:** 30 minutes

**Tools:** worksheet and red, orange and green coloured pen for each group  
board or flipchart

### Approach:

- Divide the pupils into group of 4 or 5 and distribute them the worksheet.
- We ask the pupils to discuss if the statements from the worksheet are true, partly true or not true.
- After the discussion we ask the pupils to colour in the rings with the colour that represent:

Red	The statement is not true
Orange	The statement is partly true
Green	The statement is true
- The worksheets are hang on in the class as a gallery so all pupils can look at it.
- We write on the board the statements that were disputable (orange colour) and discuss them with the pupils.

### Reflections:

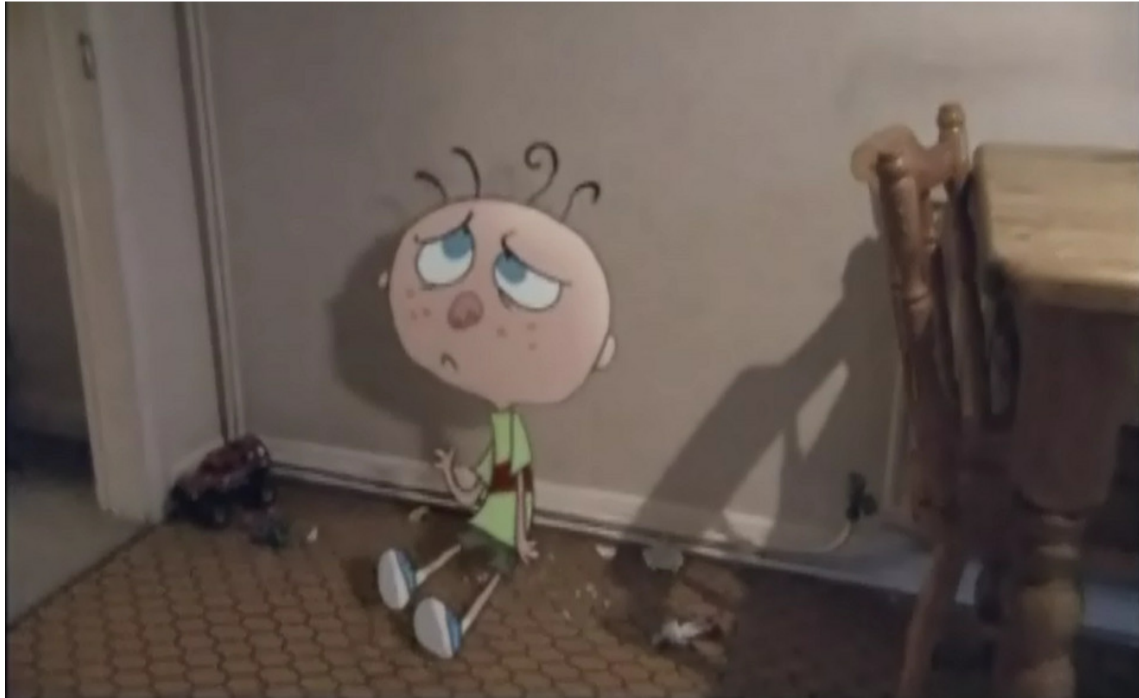
The reflection takes for of discussion about the statements. We ask the pupils to agree on five statements that are marked by green color that are for the whole class important for creation of peaceful and safe environment in class and school.



## WORKSHEET

We should not be forced to go to school	<input type="radio"/>
We should have right to choose where to sit in the class.	<input type="radio"/>
We should to have right to say and write what we like and dislike in the class.	<input type="radio"/>
The student council of representatives should be voted at school and teachers should listen to it.	<input type="radio"/>
The school should provide all utilities (such pencils, books) which are needed in class	<input type="radio"/>
We should have the opportunity to decide what we will learn.	<input type="radio"/>
We should accept without questions everything the teacher tells.	<input type="radio"/>
We should have the right to contact the teacher if we know that someone from our class is victim of domestic violence.	<input type="radio"/>
We should have the opportunity to play if we do not enjoy learning.	<input type="radio"/>
We should have the right to defend ourselves whenever someone humiliates us.	<input type="radio"/>
We should always be allowed if we want to leave the classroom.	<input type="radio"/>
Poor, neglected or strange children should sit in the back of the classroom.	<input type="radio"/>

Children that have problems at home should be at the decision of the class translated into the special social institution.	<input type="radio"/>
Everyone at school and at home should be treated kindly and with respect.	<input type="radio"/>
If somebody is out of control the adult have the right to force him/her to be obedient. The adult can use physical punishments.	<input type="radio"/>
Children should have the right to take at school their pets.	<input type="radio"/>
The adults should know the child's opinion before they punish the child.	<input type="radio"/>
No one should tell on anyone if he did something wrong.	<input type="radio"/>



## COMIC

“You're probably looking on TV the whole day,” the father shouts at his son after coming home from work and hits him with such force that the boy falls to the ground. Soon he tips cigarette on his face, hurls him against the wall and begins to strangle him. The boy is still alive. It is animated. Real kids but like fury aggressive fathers may not survive.

## HOW IT SHOULD BE

**Relevant Topic:** children rights, domestic violence

**Learning Objective:** to be aware of inadequacy of punishments  
to recognize violence against children

**Time:** 15 minutes

**Tools:** Worksheet 1 for each pupil  
Worksheet 2 for each group  
sheet of paper and pen

### **Approach:**

- We start the activity with screening of the social spot Comics.
- After screening of the social spot we distribute pupils worksheets and ask them to write short description to each picture.
- We explain pupils what is social spot and story board.

**Social Spot:** short film, its aim is to draw attention to important social issues and problems. Encourage public responsibility and civic activism.







**Story Board:** the script to the social spot in the form of cartoon and explanatory text

- We divide the pupils into groups of four or five and ask them to prepare the Story Board – the script for social spot with four or five pictures. The topic of the spot is violence against children.
- The groups presents the results of their work and after that we hang it on in the class as a gallery so all pupils can look at it.

### **Reflections:**

Reflection takes form of discussion about the inadequacy of punishments that can be seen in the social spot. We ask: *If you know a child who is abused what would you do? Who would you tell?*

WORKSHEET 1

1.		
2.		
3.		
4.		
5.		
6.		

## WORKSHEET 2

1.		
2.		
3.		
4.		



## HOT SEXY GIRLS

Above the door to the erotic nightclubs is usually hanging sign offering “exotic hot sexy girls”. Above some of them should better stood “beaten, abused, raped girls”. The truth about the real situation of many girls and women different, but not seductive.

## HOW IT SHOULD BE

**Relevant Topic:** human trafficking, human rights

**Learning Objective:** to understand different definitions of sexual harassment  
to know different point of view on sexual harassment

**Time:** 30 minutes

**Tools:** worksheet cut into pieces for each pupil  
sheet of paper and pen for each pupil  
board or flipchart

### **Approach:**

- We ask the pupils the definition of sexual harassment. They write their definitions on a sheet of paper.
- We distribute the pupils the worksheet cut into pieces and ask them to arrange the pieces so on the top will be the most serious incident and on the bottom will be the least serious incident. If the pupils feel that the incident does not belong in the category of sexual harassment, they can discard the card.
- We write on the board or flipchart the definitions of sexual harassment.  
**Sexual Harassment:**the making of unwanted and offensive sexual advances or of sexually offensive remarks or acts, especially by one in a superior or supervisory position or when acquiescence to such behavior is a condition of continued employment, promotion, or satisfactory evaluation.
- We ask the students to compare these definitions with the definitions that they prepared in the beginning of the activity.

### **Reflections:**

Reflection takes form of discussion about the differences between their definitions and the definitions on the board. We ask: *How are your definitions different? Are there differences between definitions written by girls and boys? Which cards did you discarded? Would you like to give some cards back? Is sex for money sexual harassment?*



## WORKSHEET

<p>You walked with your friend around and talked when two 17 years old boys joined you. One of them just came around you and says to the other: “I would like to touch her tits.”</p>	<p>You are fed up with the girl that is always flirting with you and asking me on a date. I told her that I am not interested, but she does not understand it.</p>
<p>I was the only boy in the hall. The group of elder girls surrounded me and began to touch me between the legs.</p>	<p>The group of boys is always standing in the hall during the break and points passers girls for their physical assets using the words: I give her two. This one have ten I would like to make love with her.</p>
<p>I went abroad to work there with special agency but after I arrived the contact person took my passport. It takes more than half a year to get back. Meanwhile I was forced to provide sexual services for food.</p>	<p>For several months I was bullied by elder boys. They called my foul names and beat me. It culminated one day when they demonstrated that they are having sex with me. I felt terrible.</p>
<p>On Sunday I was playing in the park with my younger brother. The stranger came to us and offers us the sweets when we will go with him at home to watch TV. Finally he wants at least my photo on which I was naked in the bath.</p>	<p>The boys were talking about which singers and movie stars are the sexist. They made fun of Tomas and called him “gay” because he refused to talk with them.</p>



## LITTLE SMOKERS

Every year thousands of children have to go to the hospital because of breathing cigarette smoke. Shots on little toddlers that emit from his mouth and nose clouds of cigarette smoke, point to the fact that when you smoke around children, they "smoke" as well.

## ADDICTIONS

**Relevant Topic:** addiction

**Learning Objective:** to clarify attitudes to addictions

**Time:** 30 minutes

**Tools:** a worksheet cut into cards for each group

**Approach:**

- We divide the pupils into groups of 4 or 5 people and distribute them the worksheet cut into cards.
- We ask the pupils if they understand all the words that are in the cards. We explain the words that they do not understand.
- We ask the groups to line up the cards according the danger of addictions (from the least danger to the most danger).

**Reflections:**

The reflection takes a form of discussion. We ask the pupils: *Which criteria did you use for lining up the cards? Which one was the most difficult to line up? Why? Which one is the most danger? Why? Which one is the least danger? Why?*

## WORKSHEET

MONEY	MARIJUANA	LSD
KOFEIN	NICOTINEGAMBLING	GAMBLING
HEROIN	HASHISH	WORK
FOOD	SEXUAL ADDICTION	ALCOHOL
TELEVISION	SHOPING	LOUD MUSIC



## NO DUMB

The main character of this animated spot is a man who decided to split out the waste in to the clear mountain stream. When he is having shower after hart work, the shower gets him back all the waste. Also the nature knows how to defend itself.

## HOW LONG IT TAKES?

**Relevant Topic:** environment

**Learning Objective:** to know how long does material disintegration  
to know the materials that is and is not disintegration in nature  
to learn how to work in team

**Time:** 30 minutes + field work

**Tools:** a Worksheet 1 cut into cards for each group  
a Worksheet 2 for each group  
samples of packaging materials (plastic bag, napkin, plastic bottle, glass bottle, can...)

**Approach:**

- We screen the social spot “Arise above the plastic”.
- We discuss with the pupils negative effects of excessive consumption of plastic packaging on the environment.
- We divide the pupils into the groups of 4 pupils. Each group get the worksheet “Time of disintegration of different materials”. Their task is to match the time data to the material and create the timeline.
- We check together the results of their work.
- We find the suitable place, such as a school garden or the wild nature, and dig into the ground the selected waste (paper, apple core, wood, plastic bottle, plastic bag, glass bottle, etc.).
- In the following month the pupils monitor the buried waste. They write the results of the monitoring into the worksheet “How long it takes?”
- The activity is finished by the summarization of the results of the monitoring and the discussion.

**Reflections:**

Reflection takes place twice during the activity, always in discussion. At the end of the activity with the cards we should ask: Were you surprised by anything? Have you learned anything new? What did you guessed correctly? The final reflection is focused on the usage of appropriate and less appropriate materials for packaging. We focused also on the conditions that influence the time of disintegration of material in nature.

*Note: If we do not have enough time we can do just the first part of the activity (the timeline).*

## WORKSHEET 1

### Time of disintegration of different materials

A SHEET OF PAPER	3 MONTHS
ORANGE PEEL	12 MONTHS
POLYSTYRENE	NEVER
GLASS	NEVER
PLASTIC BAG	300 MONTHS
APPLE CORE	1 MONTH
WOOL SOCK	18 MONTHS
PLASTIC BOTTLE	900 MONTHS
PLASTIC CUP	300 MONTHS
CIGARETTE BUTT	18 MONTHS

## WORKSHEET 2

**How long it takes?**

THE WASTE	DATE AND DESCRIPTION STATE





## OCEAN

If you are run out of gas and you are near the sea, you have won. Just take a supplement canister tank of your car a few liters of sea water. Stupidity? Today, yes, but who knows how it will be in the future. For each year escapes into the sea six million tons of oil. And that is the proper amount.

## HOW LONG IT TAKES?

**Relevant Topic:** environment

**Learning Objective:** to be aware of the accelerating pollution of the Earth due to human activities

**Time:** 45 minutes

**Tools:** Worksheet 1  
Worksheet 2 for each student

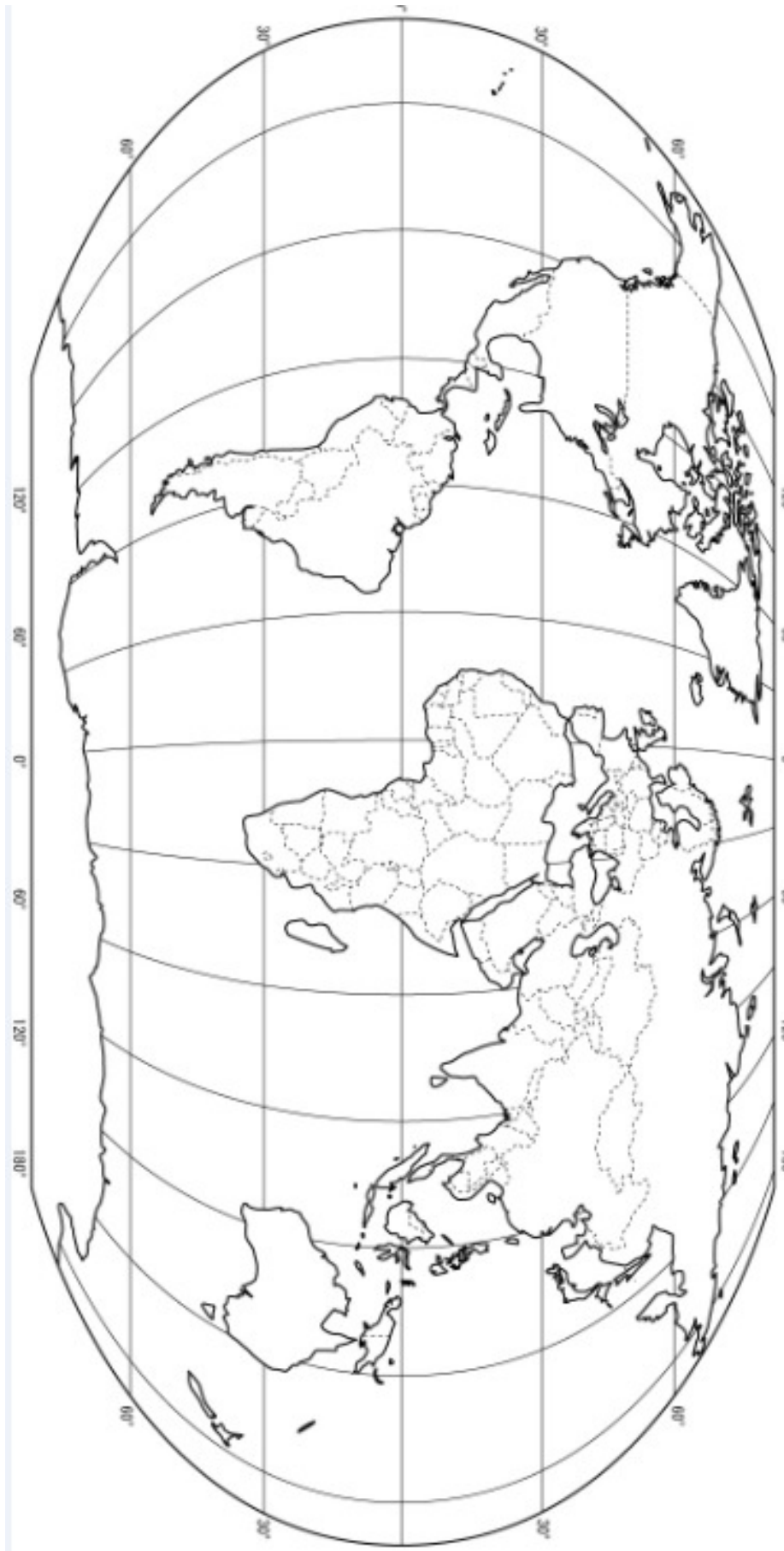
### Approach:

- We screen the social spot Ocean.
- After the screening we say the pupils: *In the past people lived in harmony with nature and did not damage the Earth. With the development of the society people started to take resources, build houses and roads and cut down forests. The next game explains how it could end up with the Earth if each generation will act reckless and increase the pollution.*
- Each pupil will represent one generation. Because the development is still faster, each new generation produces more and more pollution. We explain the pupils that the game is simplification of everyday life so it is not necessary to describe the situation accurately. The first pupil (first generation) blacked a little bit of the map on the worksheet – part of the earth that was polluted by the representatives of his generation. The second pupil (the second generation) blacked twice as much, the third three times as much...
- Continuously, we ask the pupils whether there will be part left for the last pupil (the last generation). Probably they will answer that it will be. We can also guess when we will deplete the Earth's surface.  
*Note: it is good not to be so pessimistic and stop the activity before the end when the Earth is not depleted.*
- We distribute the pupils the Worksheet 2 and ask them to draw or write what have to be done to save the planet.
- Final assessment takes the form of a quiet gallery. We hang on in the class as a gallery so all pupils can look at it.

### Reflections:

Reflection is done during the whole activity because the pupils started to realize that the demands of the new generation lead to bigger pollution of Earth. The final reflection takes place during drawing or writing what have to be done to save the planet.

## WORKSHEET 1



## WORKSHEET 2





## SPACE FOR ANIMALS

Built-up areas are constantly increasing and the city is growing. Natural space for animals is decreasing, so you can meet wild boar on the highway. Impressive images of nature extrusion on the edge of our civilization are enhanced by iconic music.

## HUMAN AND ANIMALS ATTRIBUTES

**Relevant Topic:** environment

**Learning Objective:** to identify similarities and differences in the characteristics of human and animals

**Time:** 20 minutes

**Tools:** a worksheet cut into cards for each groups

**Approach:**

- We divide pupils into two groups and distribute them the worksheet cut into cards.
- We ask pupils from one group to write on the paper the characteristics that are typical for human and pupils from the other the characteristics that are typical for animals.
- After the group work we ask the pupils to present their results and we compare their answers (the answers can be similar).

**Reflections:**

Reflection takes form of discussion. We ask the pupils: *Are there any characteristics that were not in the list and that differentiate human from animals? Is man superior to animals? How should we treat to animals?*

## WORKSHEET

ABILITY TO PERCEIVE AND EXPRESS PLEASURE

ABILITY TO PERCEIVE AND EXPRESS PAIN

ABILITY TO SOLVE PROBLEMS

ABILITY TO LEARN

ABILITY TO ACT AND REACT INTENSIVELY

ABILITY TO ENVINCE LOVE AND AFFECTION

ABILITY TO PLAY

ABILITY TO CARE FOR OFFSPRINGS

ABILITY TO BUILD

ABILITY TO DISCERN GOOD AND EVIL

ABILITY TO COMMUNICATE

ABILITY TO REMEMBER





## CHANGE

What would you do if any of your friends changed so? Why drug addicts reach such a quick death? Because, narcotic drug has herbal and chemical origin that affect the human brain and the nervous system.

It is the substance that is 60 times more harmful to human body in making hangover than the alcohol and tobacco. In this term, it negatively affects human body and the mind. In other words, it makes a mental dependence.

World Health Organization celebrates every June 26 as the Day against drugs, and its research shows that 210 million people every year likely to be influenced by drugs and narcotics and approximately 200 thousand out of it die because of it.

So, how to change your life just depends on your decision.

Source: <http://www.unen.mn/content/12821.shtml#sthash.TwymRjII.dpuf>  
<http://dornod.moh.gov.mn/index.php?option=com>



## ACTIVITY

**Name of the method/activity:** Past and Present of the life

**Related topic:** about what is the meaning and the nature of human lives

**Goal:** Have students think about the changes that happen in the life, and help them to express their own thoughts and feelings.

**Duration:** 40 minutes

**Resources and aids:** Work sheet per group

### Steps:

- Show the social spot, the “Change”.
- After showing the social spot, ask students following question: What is your impression after seeing this social spot? Then listen to several students opinions.
- Using brainstorming, ask students a question “What would you ask her, if she is next to you? And then write all the answers of students on the board. Distribute worksheet to sum all the questions.
- Students work on the sheet in groups, and prepare its responses. During the preparation they should think and write the answers on behalf of the woman.
- Discuss among the group and select the most interesting or the most common answer and then present it to the class.
- Have students to provide saying that warn or encourage the woman in the social spot.

### Reflection

Encourage discussion about how individual is dependent on the changes that occur in the human life, whether it is possible to refuse bad habits, addictions, and drug abuse.

## WORK SHEET

His/her life was before and is now.....

He/she was.....before addicting/using drugs,  
but now .....

He/she was not able to/couldn't ..... before  
addicting/using drugs, but now.....

The most interesting thing that I used to do before addicting/using drug  
was.....

The thing that I used to do when I was a child and that I remember the most  
is.....

Now my favorite thing .....



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