



LESSON PLAN

**GIRL ON A MISSION
(POLAND)**



TITLE:

GIRL ON A MISSION (16 MINS)

ADDRESSES:

12 +

SUBJECT:

Different in my class.

CURRICULUM:

Courage to leave the society of my family and traditions / The importance of the education – courage to do something special.

TIME NEEDED TO CARRY OUT THE LESSONS:

45 minutes /90 minutes.

GOALS OF THE LESSON:

- To develop the students learning of film language.
- To broaden students understanding of how stereotypes and prejudices work.
- The students will know who the Ombudsman for Children is and how to contact them.
- The students will learn about the work of the UN Declaration in the Rights of the Child.

METHODS:

- Film Analysis
- Group work/Class Discussion
- Multimedia presentation

MATERIALS:

- Worksheets
- Magazines and Newspapers
- A2 Card, Scissors and Glue
- Printer
- Computers/tablet with web access.

LESSON 1

FILM ANALYSIS

SUGGESTED LESSON TIME:

45 MINS

METHOD:

Watch the short film "Girl on a Mission", 16 mins.

Ask the students to pay special attention during the film to whose perspective Miruna's life is represented in the film and who is the narrator.

STEP BY STEP INSTRUCTION:

1. Ask students to share their first impressions about the film.
2. Discuss the following questions about Miruna as a class:
 - What they can say about her?
 - Is it important, in this type of film, to give back protagonists a voice?
 - What would happen if only others talk about Miruna's life?
 - Is it easier to understand her story when she can speak for herself?
 - Does this make it easier for us to then identify with her?

CONCLUSION:

This offers the opportunity to pay attention to the power of stereotypical thinking; this thinking can arise in a situation where we have lack of knowledge about people. Clichés, associations and generalisations may occur.

Stereotypes can be based on:

1. Individual experience transforming into a generalisation (i.e. if someone says - they robbed me!, I project the belief on the whole national group that everyone is stealing);
2. Cultural beliefs, often resulting from anti-Semitism, homophobia or prejudice that find support in public discourse or even in art.

LESSON 2

"JUST KIDS" ACTIVITY

SUGGESTED LESSON TIME:

45 mins

METHOD:

Welcome the students and remind them quickly what you talked about in the previous lesson.

Explain that the movie Girl on a mission is part of a larger project called "Just Kids", implemented in the Netherlands in cooperation with public television. The project is about presenting the current problems of children from different countries and encouraging the discussion about children's rights and the need to enforce them.

Watch here:

<https://portal.eo.nl/programmas/tv/mensjesrechten/just-kids/episodes>

STEP BY STEP INSTRUCTION:

1. Display the final shot of the film which refers to art. 27 UN Convention on the Rights of the Child (Time code - 15:41). Ask students to read and interpretate their understanding of this passage.

Next, ask them in what way the film refers to this paragraph.

- Is this law reflected in Miruna's life?
- How can we improve Miruna's and her brothers' and sisters' situation?

Refer to the UN Convention Article for further guidance.

2. Next, divide the students into five groups. The students will now develop an idea for a film that could become part of the "Just Kids" campaign. Give each group one set of the scenario scheme instructions in the **"Just Kids" campaign Worksheets**. Each group will compose their idea into a storyboard. (See worksheets).

3. Each group will then present their ideas and storyboards to the class (allow 3/4 mins. per group). Each group should begin with outlining the brief they worked on, and then present their idea for the film in the form of the completed storyboard.

4. Summarise with a short discussion on each group's idea.

5. Inform the students that in addition to rules written in the UN Declaration on the Rights of the Child, which they have just discussed, there are other documents regarding children's rights in Northern Ireland. This organisation is called Niccy, they are The Northern Ireland Commissioner for Children and Young People (NICCY). This is a publicly funded organisation, with responsibility for protecting children's rights as set out in the Convention on the Rights of the Child.

You can find more details at this link:

<https://www.niccy.org>

Conclude with a short discussion, asking how they think having knowledge of children's rights can be useful in their life.

If so, in what situations?

How can they exercise these rights?

(talk and discussion in forum – 5 minutes).

