

UNFAIRY TALES

OBJECTIVES

- For the class to identify what is true and what is imaginary in fairy tales.
- To get the class to put themselves in the place of the people they see in the news.
- For the class to understand that all children have a right to protection, no matter where they come from.
- To show the class how to empathise with other children, both near and far.

MATERIALS

- A computer and overhead projector
- Video: "Mustafa goes for a walk"
- Video: "The story of Ivine and Pillow"
- Video: "Malak and the boat"

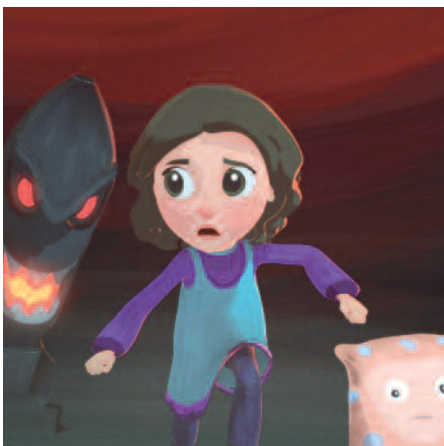
SUPPORTING MATERIAL

- The three videos are available on YouTube:
https://www.youtube.com/playlist?list=PL7PpGo_cHPj3WNNartmoYffZ8WattQokyW

In fairy tales, children encounter situations they should never have to face in real life. Evil characters, wild animals, poisoned apples and dangerous situations often appear in these stories, which often include episodes of discrimination, children getting locked up or abandoned or having to flee their homes. However, in fairy tales there is always a fairy godmother who comes to the rescue, making sure justice and human rights are restored. But what about real life situations, when no such magic exists? "Unfairytale" is a series of short animated videos in which three Syrian children tell their true stories. The class will decide how to give the story a happy ending.

Directions

Start by showing the class one or more of the videos. As the stories are narrated in the main character's native language, you will need to read the subtitles aloud or ask the class to take turns to do so.





To make sure the class follows the story, you can ask some questions either during the video, or at the end.

- -Why are the children going on a journey? Did they choose to go?
- Do you think it's dangerous? Would it have been safer to stay at home?
- What language are they speaking? Where are they from?
- What have they left behind? Why did they set off on a journey?
- Are they missing anything they need for the journey?
- How do you think they feel? How would you feel in their situation?
- Does anyone help them? Who could help them?
- Does anything in the video remind you of something you've seen in the news?
- How would you give these stories a happy ending without resorting to magic?

The session can be finished by highlighting the right to protection and everyone's duty to help those in need. In fairy tales, magic is the solution for all ills, but when children experience real difficulty (no matter where they live), it is our responsibility to help.

CHILDREN'S DAY



November 20 is International Children's Day. A good way to celebrate this day is for the class to make a collective passport. The activity highlights the children's right to identity, citizenship and protection. The Humanity Passport allows us to extend a symbolic invitation to children seeking refuge and shelter, like Mustafa, Ivine and Malak.

The passport, which is available at unicef.es/educa, comes in black and white and can be coloured in and decorated by the class.

