



"Hope for Children" UNCRC Policy Center  
 75, Limassol Avenue  
 2121 Nicosia, Cyprus  
 Telephone: +357 22 103234  
 Fax: +357 22104021  
 www.uncrcpc.org

PEER MAGIC 6 SESSION SCHEDULE	
SESSION 1 SUPERHEROES	
ACTIVITY	DESCRIPTION
INTRODUCTION	Introduce project Place question mark on the wall (draw a big question mark on the flipchart as a way to express the invitation for the full participation of the Roma Youth)
1. Ice-breaker (15')	ACTIVITY 1: Pass the ball - Draw your favorite super-hero (alternatively, write the name) - Through the ball to someone and ask them to talk about their choice
2. Brainstorming (10')	ACTIVITY 2: What is a Super-hero?  a) In groups, draw a super-hero and discuss what characteristics super-heroes should have (what can they do? How should they behave? What is their mission? What do they look like? Where do they live?  b) Choose a group representative to explain the drawing/choices to the group
3. Human super-heroes (20')	ACTIVITY 3: Watch a short video about the lives of Human super-heroes.  Video 1: Ray Charles, the boy clip. Followed by a short discussion on 'what happen to the boy when he grew up?'  A brief introduction to the bios of the personalities:  <b>Ray Charles</b> was born in 1930 in the USA. His father, a mechanic, and his mother, a sharecropper. One of the most traumatic events of his childhood was witnessing the drowning death of his younger brother.

	<p>Soon after his brother's death, Charles gradually began to lose his sight. He was blind by the age of 7, and his mother sent him to a state-sponsored school for the Deaf and the Blind where he learned to read, write and arrange music in Braille. He also learned to play piano, organ, sax, clarinet and trumpet. The breadth of his musical interests ranged widely, from gospel to country, to blues.</p> <p>In 2004, the American magazine Rolling Stone ranked Charles at number ten on their list of the "100 Greatest Artists of All Time", and number two on their November 2008 list of the "100 Greatest Singers of All Time"</p> <p><b>Malala Yousafzai</b> is a 18 year-old girl from Pakistan. When she was 11–12, she wrote an anonymous blog for the UK TV station BBC telling about her life under Taliban occupation, their attempts to take control of the valley where she lived, and her views on promoting education for girls in the Swat Valley. A US journalist made a documentary about her and she appeared on newspapers and television all over the world. She was nominated to the International Children's Peace Prize.</p> <p>When she was 15 years-old a Taliban gunman asked for her by name, then pointed a pistol at her and fired three shots. Though she was in a critical condition, she survived. Around the world people showed their support to her.</p> <p>In 2014, when she was 17, Malala was announced as the co-recipient of the 2014 Nobel Peace Prize for her struggle against the suppression of children and young people and for the right of all children to education. She became the youngest-ever Nobel Prize laureate.</p> <p><b>Cristiano Ronaldo</b> was born in 1985 in the Portuguese island of Madeira. His Mother was a cooker and his father was a municipal gardener. His family was poor and lived in a tin roofed</p>
--	--

	<p>shack. His father was an alcoholic and died of kidney problems. CR's mother had to work also as a cleaner to support the family.</p> <p>When CR was 12 years-old he went to Lisbon, mainland Portugal, to play for Sporting Lisbon. It was a difficult move for him as he went alone, was away from his family, and many of his teammates made fun of him because of his Madeira accent but he never stopped believing in himself and his dreams.</p> <p>Through hard work and dedication, CR became the only player ever to play for Sporting's under-16, under-17, under-18, B-team, and the first team, all within one season. In 2003 he became the 1<sup>st</sup> ever Portuguese footballer to sign a contract with Manchester United.</p> <p>Video 2 and 3: Malala and Cristiano Ronaldo</p>
<b>BREAK (10')</b>	<b>COOKIES AND JUICE</b>
<b>4. Debate</b>	<p><b>ACTIVITY 4: Agree/Disagree</b></p> <ul style="list-style-type: none"> <li>- Divide the room in a agree/disagree scale</li> <li>- Facilitator reads statements, asks participants to move around, and prompts them to explain their choice</li> </ul> <p>a) 'Light' statements</p> <p><b>'Girls love football'</b></p> <p><b>'Boys are good dancers'</b></p> <p>'Music makes me happy'</p> <p>b) 'Serious statements'</p> <p><b>'School is boring'</b></p> <p>'School is my favorite place'</p> <p>'My neighborhood is a safe place'</p> <p>'It would better to live in another country'</p> <p>'Family is not important'</p> <p>'Limassol is not a fun city'</p> <p>'Friends are easy to make'</p> <p><b>'Teachers are here to help me'</b></p>
<b>5. Map</b>	<b>ACTIVITY 5: Map your surroundings</b>



"Hope for Children" UNCRC Policy Center  
 75, Limassol Avenue  
 2121 Nicosia, Cyprus  
 Telephone: +357 22 103234  
 Fax: +357 22104021  
 www.uncrcpc.org

	<ul style="list-style-type: none"> <li>- Divide the group in smaller team</li> <li>- Each group to arrange a number of pre-given images (school, neighborhood, street, park, beach, home) and create a map.</li> <li>- Use emoticons (happiness, sadness, anger or bitterness) to describe whether they're happy, sad, and angry in these places.</li> <li>- choose a group representative to present the map.</li> </ul>
<b>6. Footsteps Evaluation</b>	<p>a) Each group replies to the question:          "What did you discover today?"          Write answer in one footprint and place it on the floor in a position representing how close one is to discovering what the question mark is.</p> <p>b) Each participant completes the evaluation form.</p>

<b>PEER MAGIC 6 SESSION SCHEDULE</b>	
<b>SESSION 2 PATH OF CHANGE</b>	
<b>ACTIVITY</b>	<b>DESCRIPTION</b>
<b>1. Ice-breaker (15')</b>  9:30h-9:45h	<b>ACTIVITY 1: Playful walk</b> Children are prompted to walk in different ways (whisper in one child's ear the move and others imitate and are asked to guess) - Super-hero flight - Boots in mud - Burning Floor - Dog on your leg - High Heels - Baby is sleeping
<b>2. Review priority themes ( 20 ')</b>  9:45h – 10:05h	<b>ACTIVITY 2: Sun through the Storm</b>  a) Place Maps prepared in Session 1 on the wall. Discussion on the most problematic zones identified on the maps.  b) Divide the group in two teams and ask them to work on one theme . Children are asked to write/draw on post-it notes  - Blue Post-It for difficulties (symbolizing rain) - Orange Post-It for Good ideas that can help change the situation (symbolizing the sun rays) - White Post-It for other useful information  After, each group is to make a poster of a 'sun through the storm' using the post-it notes, to place it on the wall, and to present their issues.



"Hope for Children" UNCRC Policy Center  
 75, Limassol Avenue  
 2121 Nicosia, Cyprus  
 Telephone: +357 22 103234  
 Fax: +357 22104021  
 www.uncrcpc.org

<b>BREAK (10')</b>	COOKIES AND JUICE
<b>3. Identifying Priority Theme ( 10 ')</b>  10:30h – 10:40h	<b>ACTIVITY 3: Dot Voting</b>  Each child is given 1 post-it notes (different colour from the ones used in the sun) and asked to place it near the most important problem to address.
<b>4. Debate (20')</b> 10:40h – 11:00h	<b>ACTIVITY 4: Walk the room</b>  - Facilitator divides the room into easy-end/ difficult-end to symbolize how easy/difficult it is to implement their solutions (orange) to the problems (blue)  - Do the super-hero flight to the easy end/ do the boots in mud walk to the difficult end  - Facilitator ask children's opinions their position in the room, and discusses which solution/activity to be chosen to address the problem chosen in 'Dot Voting'  - Question Mark on the Wall to be replaced by a poster with the selected Priority Theme and Action for Change
<b>BREAK (10')</b>	COOKIES AND JUICE
<b>5. Evaluation (15')</b> 11:45 – 11:50	<b>ACTIVITY 6: Footsteps</b> - Each group to write on one footprint what they have discovered today, and to position the footprint in relation to how close they think they are to making the positive changes in related to the priority theme.
<b>7. Tell us about yourself</b>	Ask children to choose 2 songs they like to show to us on Youtube.

<b>PEER MAGIC 6</b> <b>SESSION SCHEDULE</b>	
<p>SESSION 3 (11<sup>th</sup> November) ON THE FAST-TRACK TO CHANGE <b>PRIORITY THEME: REACTING TO VIOLENCE through ROLE PLAY</b> Duration 2hours (3 school periods) <b>9:25h – 11:30h</b></p>	
ACTIVITY	DESCRIPTION
<p><b>1. Ice-breaker (15')</b></p> <p>9:25h – 9:40h</p> <p><b>Debriefing</b></p>	<p>ACTIVITY 1: THE EMOTION BRIDGE</p> <p>a) Lonely Walk Children are presented with 3 sentences: - I Hate you! - I'll beat you up! - I don't want to play with you!</p> <p>Each child is given a sentence. Children line up in two rows facing each other. Trainer chooses one volunteer to walk under the bridge, while the others whisper their sentence as he/she passes by.</p> <p>Walker shares with the group how she/he felt.</p> <p>b) Friendship Walk Children are presented with 3 sentences: - I'll help you. - I like you. - I'm your friend</p> <p>Walker shares with the group how he/she felt walking under the emotion bridge.</p>
<p><b>2. Review priority theme (25')</b></p> <p>9:40h – 10:05h</p>	<p>ACTIVITY 2: Interview the stakeholders</p> <p>a) Look at the posters prepared in the previous session, review the issues. On the flip-chart make a list of people that we will encounter along the Path of Change (those who will be able to help; those who will be an obstacle). Ask children, in groups, to</p>

10:05h- 10:45h	<p>choose and draw one of these persons in a poster and prepare 3 questions they'll like to ask them.</p> <p>b) Role-Play One person acts the characters (holding one of the posters prepared by children) and answers to children's questions in a challenging way.</p>
<b>BREAK (10')</b> 10:45h – 10:55h	COOKIES AND JUICE
<b>3. Taking Action (25')</b> 11:00h – 11:25h	<p>ACTIVITY 3: Action Grid</p> <ul style="list-style-type: none"> <li>- Each group prepares an Action Grid to show how they want to bring about change in relation to the Priority Theme. Answering to:</li> <li>- What activity can we do?</li> <li>- Why will this activity help?</li> <li>- How can we do the activity?</li> <li>- Who will do the activity? Who will help us doing it? Who will benefit from it?</li> </ul>
<b>4. Debriefing (10')</b> 11:25h – 11:35h	<p>ACTIVITY 4: Revealing the Priority THEME under the big Question mark used in the first session:</p> <p>"What are you doing when you are faced with a bad behavior?"</p> <ul style="list-style-type: none"> <li>- Two setting were chosen: school and street/neighbourhood</li> </ul>



<b>PEER MAGIC 6</b> <b>SESSION SCHEDULE</b>	
<p>SESSION 4 (12<sup>th</sup> November) ON THE FAST-TRACK TO CHANGE  <b>PRIORITY THEME: REACTING TO VIOLENCE through MUSIC and DRAMA</b>            Duration 2hours (3 school periods)  <b>9:25h – 11:30h</b></p>	
ACTIVITY	DESCRIPTION
<b>1. Ice-breaker (15')</b>  9:25h – 9:40h	<p>ACTIVITY 1: Musical Chairs</p> <p>Arrange chairs in a close circle and ask children to sit down.</p> <p>Stand in the middle of the circle and explain that you are going to state your name and make a statement about yourself.</p> <p>"I am Anca and I like CARTOONS"</p> <p>When you do, everyone for whom that statement is also true must change chairs.</p> <p>Try to get a chair for yourself. The person left without a chair then makes a similar statement about herself or himself.</p> <p>Continue until most children have had a chance to introduce themselves in this way.</p> <p>Repeat the same action using percussion instruments, when the music plays you move according to the rhythm of the music and as soon as the music stops you need to find a chair to sit on.</p>
<b>2. Review priority theme (25')</b>  9:40h – 10:00h	<p>ACTIVITY 2: Implementing solutions using drama</p> <p>Each group to create a mini-play in relation to their action grid determining:</p> <ul style="list-style-type: none"> <li>- Action to be taken when faced with a violent situation at school or on the streets (the 'What')</li> </ul> <p>Presenting two alternatives: a negative reaction to violence and a positive reaction to violence ( the same scenario)</p>



"Hope for Children" UNCRC Policy Center  
 75, Limassol Avenue  
 2121 Nicosia, Cyprus  
 Telephone: +357 22 103234  
 Fax: +357 22104021  
 www.uncrcpc.org

<p>10:00 – 10:20</p> <p>10:10h- 10:30h</p> <p><b>BREAK (10')</b> 10:45h – 10:55h</p>	<p>- Defining main characters (the 'who') and the main stakeholders that they discovered in the previous session</p> <p>- Short text for dialogues</p> <p>CHILL OUT time: Presenting and singing favorite songs.</p> <p>COOKIES AND JUICE</p>
<p><b>3. Taking Action (25')</b> 11:00h – 11:25h</p>	<p>ACTIVITY 3: Taking Action (continuation)</p> <p>Finishing the above and present the idea to the whole group. Act the scenario in front of the other group</p>
<p><b>4. Evaluation (10')</b> 11:25h – 11:35h</p>	<p>ACTIVITY 4: Footsteps evaluation</p> <p>Each child is asked to write on the footsteps keywords and messages that they consider important as important steps to help them implement alternatives solutions to the main question: "What are you doing when you are faced with a bad behavior?"</p>

<b>PEER MAGIC 6</b> <b>SESSION SCHEDULE</b>	
SESSION 5 (18 <sup>th</sup> November) ON THE FAST-TRACK TO CHANGE <b>Motivation for future actions/reactions</b>	
ACTIVITY	DESCRIPTION
<b>1. Ice-breakers (20')</b>  9:25h – 9:45h	<b>ACTIVITY 1:</b> a) Each child is asked to choose the name tag of another participant, say something that they like about that person and then give him/her the name tag  b) Dum Dum Dah Dah musical icebreaker  The facilitator is singing a melody and the participants repeat the melody and body movement.
<b>2. Review priority theme (25')</b>  9:40h – 10:00h   10:00 – 10:15	<b>ACTIVITY 2:</b> a) Review - Role play the scenarios from the previous sessions. b) Debriefing and discussing about the scenarios they choose.  Screen photos/videos of the previous sessions. One session at a time and ask children to re-cap on what was done. Hands-up if you liked the activity; hands-up if the activity made you feel happy/sad/angry; ask 3 children to say what she/he has learned and hands-up if agreeing.
<b>BREAK (10')</b> 10:45h – 10:55h	<b>COOKIES AND JUICE</b>
<b>3. Taking Action (25')</b>	<b>ACTIVITY 3: Taking Action (continuation)</b> facilitated by 2 Young ROMA girls.



"Hope for Children" UNCRC Policy Center  
 75, Limassol Avenue  
 2121 Nicosia, Cyprus  
 Telephone: +357 22 103234  
 Fax: +357 22104021  
[www.uncrcpc.org](http://www.uncrcpc.org)

11:00h – 11:30h	<p>All the materials created by the children during the sessions are displayed in the room.</p> <p>The group is divided in two groups and encouraged to choose at least 3 words that they consider significant for the priority theme and compose a song.</p> <p>Finishing the above and present and perform the song to the whole group.</p>
<b>4. WRAP UP</b> (10') 11:30h – 11:35h	<p>ACTIVITY 4: The apple star story</p> <p>Goal: motivate and encourage each child to believe that they are "superhero" and believe in their strengths and qualities.</p>

<b>PEER MAGIC 6 SESSION SCHEDULE</b>	
SESSION 6 (19 <sup>th</sup> November) ON THE FAST-TRACK TO CHANGE <b>Preparation for future YOUNG ROMA facilitators</b>	
ACTIVITY	DESCRIPTION
<b>1. Discussion (20')</b>  9:25h – 9:45h	ACTIVITY 1: a) Discussion on the PEER Project and MAGIC 6 SESSIONS and its aims and uniqueness  b) Explaining the role of future Young Roma facilitators
<b>2. Review all sessions (25')</b>  9:45h –10:00h  10:00h – 10:20h  10:20h- 10: 45h	ACTIVITY 2: Review the main points and the structure of the previous sessions.  a) Invite the two Roma young girls to express their opinion about their favourite tools and activities. b) Debriefing and discussing about the activities and tools they choose. c) Preparing to implement the activities
<b>BREAK (10')</b> 10:45h – 10:55h	COOKIES AND JUICE
<b>3. Taking Action (25')</b> 11:00h – 11:25h	ACTIVITY 3: Taking Action (continuation) facilitated by 2 Young ROMA girls. The two young girls are invited to act as facilitators for the rest of the group to implement an icebreaker and an activity.
<b>4. Evaluation (10')</b> 11:25h – 11:35h	ACTIVITY 4: Completing the final evaluation forms